

**Phase III Learning Case Study:  
Project-Based & Problem-Based Learning**

**PSY 205 Educational Psychology  
Learning Plan Template**

|   |  |
|---|--|
| Teacher Name: Miss Teresa Falter  | Grade & Subject: 8 <sup>th</sup> Grade Music   |
| <p>Name of School: Washington Middle School</p> <p>Background of School (“culture”): Washington Middle School is a middle school in Bismarck, North Dakota. Bismarck has a population of approximately 75,00 people. Bismarck has approximately 91% Caucasian population. In addition, a vast majority of the population is English Speaking. Because of these demographic characteristics, Washington Middle School is not very culturally diverse. In fact, the school contains approximately only 15% minority population (which includes Native Americans, Hispanics and African American)</p> <p>Washington Middle School is well-known for its strong Mathematics. It is located in a middle-class community where a vast majority of the parents are fairly involved in their child’s education. However, community and parent support is primarily involved with attending and helping out at athletic events in the schools.</p> <p>The staff at Washington Middle School is a young and intuitive staff. Because of this, they are unafraid to incorporate new and previously un-thought of methods.</p> <p>Because of these innovative instructional strategies, the students at Washington Middle School enjoy school. Occasionally the students have behavioral issues, but they are taken care of right away.</p> |  |
| PBL Unit Name: Creating and Choreographing a Folk Dance   | <p>Specific Standards:</p> <ul style="list-style-type: none"><li>• MU:Cr1.1.8a: Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent</li><li>• MU:Cr3.1.8a: Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources</li><li>• MU:Cr3.2.8a: Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent</li><li>• MU:Pr6.1.8a: Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.</li><li>• MU:Cn11.0.8a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</li></ul> |
| <p>What Resources Will the Students Need (describe all resources and learning materials necessary for your project (e.g., Internet sites, colored paper, graduated cylinders, etc.)</p> <ul style="list-style-type: none"><li>• Orff Instruments (xylophone, metallophone, glockenspiel, recorders, etc.)-students will have the choice of which instruments to use. If song has words, they can also sing.</li><li>• List of songs.</li><li>• Finale-to assist in the composition process.</li><li>• List of dance moves that the class knows. Only give to them if they are struggling and really need it.</li></ul>  |  |

- Sites such as Regencydances.org to watch animations of dances and learn dance steps.
- Sites that help inform the students of the country the song is from.

What Resources Will the Students Need (describe all the resources/materials needed for your students to learn):

- Student 1 (Joan): Joan is a 12-year-old who is transferring from a homeschool setting. She has been taking classwork above her grade level work. She does not have any special needs but may need the hidden curriculum explained as she has been homeschooled all her life.
- Student 2 (Sarah): Sarah is a 15-year-old. She is a highly intelligent young lady but has some trouble with reading comprehension. She does not have an IEP but uses the resource room. She might need assistance in comprehending the research in the project.
- Student 3 (Braden): Braden is 13. He does not struggle with any classes, though he sometimes struggles to stay on task. He might need a reminder to stay on task or take a short break to refocus attention.
- Student 4 (Emma): Emma is 14 and is doing well in her classes. She finds most of them easy which means they are below her zone of proximal development. Emma should not need extra help/resources for this music project.
- Student 5 (Louis): Louis is 15 years old and loves his math and science classes. He does struggle in English and Social Studies though. Louis is not likely to need extra help/resources for this project in music.

Student 6 (Laini): Laini is 15 years old. Although she struggles with math, her language skills are excellent. Laini is not likely to need extra resources/help in music class.

Students Will Do (describe what will be done during the unit in the order they will be done):

1. Students will be answering the driving question “How do you improvise on a folk song and create a dance?” They will pick an Orff folk song arrangement that they know and use it as a basis to improvise/compose a song that they will later choreograph.
2. Students will have to decide what instruments they will use for this project.
3. Once students decide which song they will use, students will work together to improvise a “b” section to the dance.
4. If students need help, I will remind them about the rules for improvisation that we have talked about.
5. Once students are happy with their improvisation, they will use Finale to write their improvisations down turning it into a composition.
6. Next, students will research traditional dance moves from the country and time period their song is from. They will research the country to get a better understanding of what was going on

Describe How This Will be Developmentally Appropriate for:

- Brain Development: All students are under 18, so their prefrontal cortex will not be fully developed. The rest of their brain should have stabilized by now. Their emotions may still take more control than reasons, although most of them are good at controlling their emotions. They are at the point in which their attention spans are lengthening, and motivation is less based on rewards and wanting to do so. Most of the students are motivated if they can see the value in the assignment. This project will help them express their emotions through music and dance in an appropriate way.
- Cognitive Developmental Stage: The students are all in Piaget’s Formal Operational Stage. At this stage they are thinking more abstractly and thinking about ideal qualities in themselves. This project will help them to think abstractly about the different

culturally at the time the dances were regularly danced and created.

7. Using the moves that they have researched, students will work together to choreograph a dance to their song.
8. After working out the dance, students will practice the dance with the song.
9. Students will show their research about the country.  
Examples of what this might look like: paper, PowerPoint or Prezi presentation, posters, etc.
10. Students will perform the song and dance.

ways to improvise and choreograph and help them learn to work together to come up with a solution.

- Emotional Developmental Stage: All children are in the identity vs. identity confusion stage of Erikson's Life-Span Development Theory. They are at the stage at where they are deciding what they want to do in life and who they are. Most of the students have an idea what they want to go into. If not, they are exploring career and vocational options. The students are all most affected by the microsystem in Bronfenbrenner's Ecological Theory of Development. This is especially true for Joan as she was homeschooled until now. This activity will bring out their creative side and help them explore more creative lifestyles.
- Identity Development: This activity is appropriate for 8<sup>th</sup> graders because it will help them explore what some people do for a living.
- Moral Development: The students are mostly in in Stage 4 of Kohlberg's Theory of Moral Development, although Emma is not quite there, and Joan is beginning to understand Stage 5. This means that students will make their judgements based on the law and other authorities. This project will show them there are many ways to do things.