

Music Lesson Plan Template for Lit/Assess Strategies

CURRICULAR CONTEXT

Name Sarah P Grade Level(s) Juniors and Seniors

Date(s) taught Course/Subject Treble choir, La Horona

LEARNING TARGETS, STANDARDS

Measureable Student Learning Targets (knowledge, skills, aesthetic): (What do you want students to know, understand, or be able to do?) Write them in the form of SWiBAT ("Students will be able to . . ."). Be sure to include what music skills (For example, singing, playing, moving, creating/improvising, listening for meaning, etc.) and elements (For example, melody, harmony, rhythm, texture, timbre, form, expressive elements, etc.) in your SWiBATs.	State and National Standards: (state standards, State and National Standards: http://wmeamusic.org/standards/maps/pk8general/ WI DPI Music Standards: https://dpi.wi.gov/standards	Measurement Tool for Assessment (Indicate whether your assessment is formal or informal and list the tool you will use (i.e. rubric, test/quiz checklist, audio or video recording, anecdotal notes, work samples) and what it will measure (related to LO).
Students will be able to count-sing.	analyzing music for performance	informal assessment. listening to group counting and assessing their precision.
Students will be able to observe dynamics.	Interpret music for performance	informal assessment, listening to group for dynamics and asking about the dynamics.
Students will be able to recognize they signatures.	analyze music for performance	formal assessment exit tickets for different texts
Students will be able to sing La Horona in a Mexican Folk Song style. <i>(add additional lines as necessary)</i>	personalizing music to connect	informal assessments teach how to create a bright sound. listen to small groups sing.

VOCABULARY NEEDED

Content Specific Vocabulary & how you will teach (or make sure they know) them (Possible vocabulary: Key signature, time signature, crescendo, etc.)

dynamics - how loud or soft to sing
key signature - tells you what the key is, using flats and sharps
rhythm - the values of each note.

DIFFERENTIATION (Knowledge of students to inform instruction)

Describe the student's diagnosis, Accommodations or Modifications for Daily Instruction & the Assessments

Students on IEPs or 504s (names must be changed for data privacy)

- 1 student who has dyslexia
trouble with letters and words mixing
- 2 students with ADHD
attention deficit hyperactive Disorder.
Issues with paying attention, engaging, and following through

- have lyrics typed out separately with space between words
- have typed out instructions for students
- have student use highlighter
- have fidgets
- lessen distractions
- have a calm corner
- have a schedule, or start class similarly everyday
- incorporate movement to help with engagement

Social, Emotional, Mental Health Issues

skip

English Language Learners

1 ELL student – a new Ukrainian student has joined your class. Ruslan played violin in Kiev, but your school doesn't have an orchestra. He wants to be involved in music. He reads music, but understands it using fixed do, not moveable do. His English is very basic, and he can speak it much better than read/write it. He is fluent in Ukrainian & Russian.

- have instructions in both English and Ukrainian
- have vocabulary terms in both languages
- have any assessment questions in both languages
- utilize both fixed and moveable do
- lyrics in both languages, maybe with IPA if that helps
- Do non-English songs

Gifted & Talented Learners (be specific)

3 students who are quite advanced – they take private lessons, play other instruments, learn quickly, etc.

- have them be section leaders
- put them on middle parts for the harmony
- any self-ge tests would be more individualized

Struggling/underperforming Students

5 students who are struggling – there is a gap in their knowledge related to possible different issues – joined music late, doesn't read music well, struggles academically in most classes, switched instruments recently

- utilize call and response
- pair with more advanced student
- give them more melody when applicable
- use lesson time to help them develop music skills

Other

skip

SUPPORTING STUDENT LEARNING

Learning Supports (Describe your learning supports for your students & the content of your lesson. How will you support learning for the whole class, for groups of students with similar needs, or for individual students?)

- solfege website to change difficulty levels for individual groups and students.
- music theory assignments so that students can begin at the beginning if needed
- goal sheets so students can work towards individualized goals that challenge them but meet them closer to where they are at

Materials/Resources Needed (for both teachers & students)

- Teacher Needs**
- Music with parts of different difficulties
 - solfege resource
 - time for lessons

- Students Need**
- Journals
 - Pencils
 - Lessons

LESSON SEQUENCE

INSTRUCTIONAL PLAN

Pacing (minutes)	LAUNCH: Strategies & Teaching Tasks – What the	Learning Tasks – What Students are Doing - (include modifications & supports	Assessment (how you will know students understand and/or can
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10 min

Teacher is Doing

- warmups

(add lines as needed)

Pacing

(minutes)

20 min

BODY OF LESSON: Strategies & Teaching Tasks – What the Teacher is Doing

- using softage hand movements
- keeping pulse
- asking questions about dynamics

(add lines as needed)

Pacing

(minutes)

40 min

CLOSURE: Strategies & Teaching Tasks – What the Teacher is Doing

- let rows go put folders away as called
- (add lines as needed)
- closing announcements and time for questions

for students on IEPs, 504s, & other groups.)

- Students are getting settled and joining warmups
- students are listening to and/or reading announcements and lesson plan

Learning Tasks – What Students are Doing – (include modifications & supports for students on IEPs, 504s, & other groups.)

- students are singing La Navona on Softage
- notes are highlighted and students paired
- students are clapping rhythms of song
- students are using word wall to understand dynamics

Learning Tasks – What Students are Doing – (include modifications & supports for students on IEPs, 504s, & other groups.)

- students are helping keep the classroom organized
- consistent structure and routine for students who need that
- students will be able to understand curriculum by asking questions.

do what you want them to do.

- seeing who is warming up
- ask what we're doing

Assessment (how you will know students understand and/or can do what you want them to do.

- listening and watching for proper softage and hands
- watching for correct rhythms
- listening to groups sing through dynamics

Assessment (how you will know students understand and/or can do what you want them to do.

- are the folders put away?
- are students reflecting answers given in class?