

Music Lesson Plan Template for Lit/Assess Strategies

CURRICULAR CONTEXT

Name		Grade Level(s)	5th grade
Date(s) taught		Course/Subject	choir

OUTCOMES, STANDARDS

Measurable 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 clap the rhythms in the A section of <i>Rhythm and Rhyme</i> .	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. MU:Pr4.2.5a	informal, audio recording, measures rhythmic accuracy of an individual
Students will be able to sing in two parts in <i>Firefly</i> .	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. MU:Pr6.1.5a	formal, rubric and small groups, measures vocal independence
Students will be able to follow dynamics in <i>Firefly</i> . (add additional lines as necessary)	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent. MU:Re8.1.5a	informal, observation/anecdotal notes, measures interpretation and understanding of music markings

LESSON SEQUENCE

INSTRUCTIONAL PLAN

Pacing (minutes)	LAUNCH: Strategies & Teaching Tasks – Teacher	Learning Tasks – Student - (include modifications & supports for students on IEPs, 504s, & other groups.)	Assessment (how you will know students understand and/or can do what you want them to do.
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2	welcome song sung as students are getting into seats	students will know expectation of using welcome song to start class	students will sing when it's their turn
4	announcements for upcoming events	students will need to listen	ask when certain events are to see if they are listening
	(add lines as needed)		
Pacing (minutes)	BODY OF LESSON: Strategies & Teaching Tasks – Teacher	Learning Tasks – Student - (include modifications & supports for students on IEPs, 504s, & other groups.)	Assessment (how you will know students understand and/or can do what you want them to do.
2	vocal warmup	voice health	participation
2	sight reading	music literacy	participation
10	look through the A section of <i>Rhythm and Rhyme</i> . Sing A section together while clapping the beat.	rhythm literacy	students will be clapping the A section beat on a steady pulse
15	look at <i>Firefly</i> . Sing through each part separately and then put them together.	voice independence	students will be able to sing their parts together
5	review dynamics in <i>Firefly</i>	music literacy	students will be able to sing their parts with dynamics
	(add lines as needed)		
Pacing (minutes)	CLOSURE: Strategies & Teaching Tasks – Teacher	Learning Tasks – Student - (include modifications & supports for students on IEPs, 504s, & other groups.)	Assessment (how you will know students understand and/or can do what you want them to do.
3	put away materials	students will be dismissed to put things away by row	materials will be put away
2	line up and leave	students will be dismissed by row	students will line up in whatever order I release them
	(add lines as needed)		

VOCABULARY NEEDED

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

crescendo- look at the hairpins and grow or lessen your volume as you follow the opening.

Beat- the pulse of the music

Rhythm- the organization of notes and rests

TEACHING TOOLS

Materials/Resources Needed (for both teachers & students)

Teacher Needs	Students Need
piano, some kind of projector (smart board, projector, etc.),	Chromebook/school device, choir folders, sheet music

DIFFERENTIATION

 (Knowledge of students to inform instruction)

	Describe the student's diagnosis, struggle or gift/talent	Accommodations or Modifications for Daily Instruction

Students on IEPs or 504s (names must be changed for data privacy)	1 student who has spina bifida 2 students with ADHD	This student will have no reason to stand and will be able to rest themselves whenever needed. There will be up and down movement throughout the lesson, and there will be fidgets available for them.
Social, Emotional, Mental Health Issues	skip	
English Language Learners	2 ELL students – <u>Oksana</u> is quite new to the US. She speaks English passably, but she struggles to write it and even read it very well. She is completely fluent & at-grade-level for both reading & writing in the Ukrainian language because she is 16 and has attended school in Ukraine for 10 years. She is bright & learns quickly. She’s an advanced musician, but she has learned to read music using fixed “do” in Ukraine – her playing/singing far surpasses most of her peers, but she is struggling to read in movable “do.” <u>Marcus</u> is from Mexico. He speaks and reads English quite well, but he gets frustrated with his writing skills. He reads/writes in Spanish at about a 2 nd grade level. He plays very well by ear.	Oksana is now 10 because she’s in 5th grade. We would use fixed “do” since that is common when starting sight reading in American schools. I would also have a copy of the English lyrics having been transcribed in syllables that are easier to recognize than English. Marcus would be okay in my class as we will be reading English more than writing it, however, he would be allowed more time if necessary on any written assignments.
Gifted & Talented Learners (be specific)	3 students who are quite advanced – they take private lessons, play other instruments/sing other parts, learn quickly, etc.	these students would get the harmony parts.
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	these students will be on melody parts.
Other	skip	

Narrative:

- a. **CAREFULLY DESCRIBE YOUR USE OF LITERACY STRATEGIES!**
- b. What was easy/difficult about creating this lesson?
- c. Extra credit opportunity: Did you use technology tools to meaningfully enhance instruction? This must be developed, not just described. For instance, stating “I would use Musictheory.net to assess student knowledge of the pitches on the staff” is not sufficient. You would need to develop the assessment, submit it, and show it to us in class. If you’ve added technology tools, please describe.

d. **BE SURE YOU INCLUDE YOUR ASSESSMENT TOOL WHEN YOU DROPBOX THIS ASSIGNMENT.**

- A. I am using audio recording for solfège. I am also using discussion for students to explain their interpretations of the music. I think marking music could also be seen as helping with literacy because that helps students recognize some of the more important parts of music.
- B. It's easier to create lessons that have to do with literacy for choir because we have lyrics. However, it's difficult to add them into everyday lessons, especially when preparing for recitals.