

Lesson Plan Template

Grade: 7-8		Subject: Band/Music Theory	
Materials: Notetaking materials		Technology Needed: Active board, computers or phones	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Proficient Standard 8.6.2 basic principles of meter*, rhythm, tonality*, intervals, chords, and harmonic progressions, listening		Differentiation <p>Below Proficiency: Provide an extra layer of supervision and assistance with the groups who are struggling to work on their own or stay on task. Have a backup list of songs. Avoid pressuring the ones that seem frustrated to have to answer in class if I feel I will totally lose their engagement.</p> <p>Above Proficiency: Let them add descending intervals to the mix or other options to make it more challenging.</p> <p>Approaching/Emerging Proficiency: Continue to encourage independence while practicing, assist them when needed.</p> <p>Modalities/Learning Preferences: Focused around group work, peer leadership, auditory skills.</p>	
Objective(s) After having found appropriate, approved tunes to go with all ascending intervals within an octave, we will listen to them as a class and practice in groups with MusicTheory.net. Bloom's Taxonomy Cognitive Level: Discuss songs to use to remember intervals and practice ear training.			
Classroom Management- (grouping(s), movement/transitions, etc.) Individual homework for finding the tunes. Work as a class to answer practice problems on the board. Work in groups of 3 at the end to answer 100 questions together and give me the scores at the end.			
Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to complete the previous song finding homework so we can have a productive listening activity. They will then be expected to participate in the next two steps with fairness and respect so everyone has a chance to learn and practice.			
Minutes	Procedures		
	Set-up/Prep: The previous homework will be for everyone to find at least one song per ascending interval in an octave and email them to me. I will sift through them and pick the ones I think will work the best, are the most creative/memorable, and are not inappropriate. They will also be asked to bring their laptops/Chromebooks/phones.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) We will listen to the chosen songs together and I will allow for some relationship building by letting the students share why they like the songs they picked. This should be fairly fun as we jam to their chosen music.		
	Explain: (concepts, procedures, vocabulary, etc.) The students will be helping each other remember intervals with their creative choices, and their explanations will hopefully help draw narrative-like connections to the songs and intervals, and in the very least, the opening activity would be a low-stress activity with plenty of opportunities for self-expression.		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Transitioning out of the song sharing, we will move into practice intervals on the board with our new song strategies as a class. I will mostly be answering raised hands for the answers, clicking on what they tell me the answer is, even if it's wrong, so they have a 'class score.' We will discuss the answers that are wrong and talk about the songs we went over.		
	Review (wrap up and transition to next activity): With the remaining time, they will divide into groups of 3 or so with their devices and work together to answer 100 interval ear training problems. I will explain the specific website settings I want first. They are allowed to help each other get the answers right. In the last few minutes, they will show me the scores they received for a participation grade.		

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Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I will monitor participation and check for understanding throughout the entire lesson, especially the third part where they will be working in groups.

Exit slip example:

3 things I learned today
2 things I found interesting
1 question I still have

Pertaining to this lesson:

3 visual problems that go with the intervals we went over that day
2 songs that they found the most fun or helpful to use
1 question they still have

Consideration for Back-up Plan: Reduce the amount of intervals being actively practiced if it seems like some of them are not getting through to them just yet. I don't want them to be overwhelmed. I will also have a backup list of songs if the ones they pick do not meet the requirements.

Summative Assessment (linked back to objectives)

End of lesson: The results of the in-class activities will be my summative assessments for this lesson specifically. This is good exam material as well for a unit or midterm/final.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Exit slips could also be an option. Then I will remember more easily who was struggling.