

Lesson Plan Template

Grade: 9-12	Subject: Band
Materials: Instrument, Music	Technology Needed: Computer, recording device, software for layering music files, metronome, tuner, Audacity.com
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: They will be divided into small ensembles (2-5) to perform for a festival. <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) Proficient Standard MU:Pr6.1.C.1a Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.	Differentiation Below Proficiency: Allow for extra time for 1 on 1 assistance and retakes for the students who were unable to record all three parts in one class period and are struggling with tempo and intonation consistency.
Objective(s): The students will be choosing a trio to learn all three parts to and record themselves on each individual part, layering them together as a finished product. (Length for project may vary. A few weeks will be expected at least.) Bloom's Taxonomy Cognitive Level: Present a recording of a trio played by one person with awareness to proper time and intonation. Practice questions: Are your three parts lined up together? (checking) Did you feel like you had enough time? (managing) What if you could play a trio with yourself? (attention getting) Remember our small ensemble festival. Did you apply the techniques from your small groups to your individual assignment to get the same effect? (higher-level thought process) Knowledge: What are the steps of using the recording device and inserting the files into Audacity? (prep) Comprehension: Will you remember to listen to your files before trying to put them into Audacity in case you need to do another take? (Self-assessment) Application: Before you start recording, what sort of details should you remember too add as if you were prepping for an actual performance? Recall what you had to do for our small ensemble festival. (Engage) Analysis: What experiences wound up being similar in your individual project versus your small ensemble? Was balancing difficult, etc.? (Explore) Synthesis: Think ahead of time of some problems you might run into, such as the position of the recorder in the room, tempo fluctuation, etc. (Prep/Engage) Evaluation: How did you feel your own project turned out? What would you maybe change or improve? (Self-assessment/summative)	Above Proficiency: Let the students work independently and challenge them to complete the project on their own as much as possible. Allow them to help their peers if they finish early. Approaching/Emerging Proficiency: Continue to encourage independence and provide 1 on 1 time outside of class when a student asks to come in. Modalities/Learning Preferences: Focused around independent work time and technology. Model proper time and intonation awareness in the finished product.

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<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students who are recording for the class period will be excused to set up in the assigned areas. After recording, they maybe insert their files in Audacity.com on their personal laptops. If they do not have a laptop, they will be expected to check in with me first before I excuse them to a computer lab. If they finish early, they can work on balancing their completed sound files or come back to band.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to stay on task while working in the practice rooms. 1 on 1 time will be provided if necessary outside of actual band time. Students will also be expected to treat the recording equipment and computers with respect and caution. Their transitions between activities are also expected to be timely and respectful. If expectations are not met, their grade may be affected or they will simply need to spend extra outside class time to finish (depending on the situation). Students will also be expected to be good audience members whenever peer reviewing.</p>
<p>Minutes</p>	<p>Procedures</p>
	<p>Set-up/Prep: Having enough practice modules and any requested spaces like empty classrooms where not too much background noise will be present. I will make sure the students understand that the recordings need not be of professional quality, just enough to show some musicality and correct tempo/intonation/articulations, etc.</p>
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I would start with connecting techniques they learned from working in their small ensembles previously in the year, such as balancing the different parts that each individual played, musicality, etc. I would prompt them with questions of what they found challenging while working in groups. I would then ask how they would hypothetically approach a small ensemble as if they were in charge of playing all of the ensemble parts themselves at the same time.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.) We will take a day or two of band class to go through the steps of how to run the provided recording devices, how to listen to the captured sound files, and how to insert them into Audacity.com (free audio editing software). We can do some practice runs to go through the process step by step. I will frequently check for understanding since they will be expected to know how to work independently later on. After they are able to work with the equipment, they will be given a week to pick a simple trio out of provided contest books and practice all three parts. I will be posting two sign-up sheets on my door, one for times of when they will be working in a separate room during class and another for if they want scheduled outside help with me. Deadlines for finishing the entire project will be stated and I will find a way for those to participate who do not have a personal laptop (explained more in back-up plan section).</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) At the beginning of class, especially on the first day, before any students are dismissed, I will ask a prompt question of things the students need to keep in mind before going off to work alone and some things to think about if they think they are finished to encourage self-assessment. (Questions posted in the objective slot)</p>
	<p>Review (wrap up and transition to next activity): We will be presenting most, if not all of the finished products in class for peer evaluation and a form of graded assessment. Discussion will involve past concepts learned of musicality, dynamic balancing, articulation, recorder placement, etc. These concepts will encourage the following: further growth on bettering musicianship, a basic understanding of simple recording and audio editing, and the importance of self-evaluating through recordings. It will transition into ideas of recording performances and even their own practice sessions so they can better hear the things they need to improve.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>At the end of the class period, I will check in on the ones who were working on their recording to monitor progress and offer to schedule a time for extra help when needed. Part of their process will involve having one or two peers listen and give feedback before handing in the final project. Give students a short rubric or easy-to-understand grading sheet to use with their peers.</p> <p>Consideration for Back-up Plan: If technology is not cooperating or students need more time, I will plan to be flexible and extend the assignment deadlines if needed. If most of the class is still having trouble finishing after an extension, I will accept projects with only two lines recorded and the ones who have the entire trio with three lines finished will receive extra points.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>They will be presenting their projects in class. Their peers will be allowed to give constructive criticism. I will be evaluating the final recording based on a rubric. My grading will be focused on participation, completion, and attempts at implementing the musical concepts we talked about. Quality will not be the most important factor unless I feel like poor quality is due to lack of effort.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Peer Review: I like the idea of having students take initiative in such a guided class. We did something similar to this in middle school, however not with a trio of ourselves playing. This is a very creative idea and also thoroughly incorporates technology into the music classroom. The only change I would suggest is providing a similar rubric to the students to guide their constructive criticism. This may help to avoid conflict.

My thoughts on the peer review: I completely agree with allowing the students to use a rubric to grade their peers. It would be easier for everyone to understand express their thoughts constructively.