

Lesson Plan Template

Grade: 9-12		Subject: Band	
Materials: Instrument, Music		Technology Needed: Metronomes, recording	
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 type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" 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.	
Standard(s) Proficient Standard MU:Pr5.3.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music ,and evaluate their success using feedback from ensemble peers and other sources to refine performances.		Differentiation 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. Above Proficiency: Let the groups work as independently as possible and challenge them to continue to find new ways to improve their piece, maybe even have them memorize the music. Approaching/Emerging Proficiency: Continue to encourage independence, assist them when needed. Modalities/Learning Preferences: Focused around group work, peer leadership, auditory skills.	
Objective(s) Within a six week period, learn a chamber piece and have it ready to perform with precision and expression for a regional small ensemble festival.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to stay on task and work on improving their ensemble. Amount of time spent working without constant supervision depends on typical level of focus for the class. One full day of class may be set aside or a chunk of two separate days, etc. Students are also expected to carefully organize themselves and transition between actual band and small ensembles at an efficient pace without risk to their instruments. They will be expected to put items back, like stands and chairs, the way they found them.	
Bloom's Taxonomy Cognitive Level: Demonstrate an expressive, rehearsed performance in front of judges for regional and potentially state small group festival.			
Classroom Management- (grouping(s), movement/transitions, etc.) I will divide students into groups based on what the ensemble piece requires and level/ability. One day a week for the full class period (more if needed) they will transition into various practice modules to work independently on their ensembles. I will walk around as necessary to listen, inspect, and answer questions, stepping in when I feel they need help or to be redirected to the task.			
Minutes	Procedures		
	Set-up/Prep: Having enough practice modules and any requested spaces like empty classrooms ready for the groups to split off. Stands and potential chairs needed.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I would start with explaining the regional festival and the judging system, making sure they understand not 'winning' will not affect their grade, only the amount of effort and participation they put into their groups. I would be sure to include details of the field trip that would be required to go, hoping to spark some interest in getting out of normal school for a day to perform. Some students like competition, so mention of getting a star for their performance would advance them to the state wide festival.		
	Explain: (concepts, procedures, vocabulary, etc.) For one full class period a week or for chunks of two separate days, we will break off into groups. I will give them the choice of picking their ensemble piece based off of a handful of choices that would suit the instrumentation and the level of the groups. Before splitting up, I will describe both good and bad examples of how to run a peer-led rehearsal, i.e. using metronomes, how to count each other off, moving physically with the music more, giving constructive criticism, taking other's opinions and ideas into consideration, having respect for the borrowed practice spaces, etc. Moreso after splitting into groups, I will discuss with them musical ideas to keep in mind and guild them now and again on how to continue to improve the pieces. There will also be expectations set for outside practice.		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		

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	<p>As they progress with their pieces, they will be asked to ponder ways to continue to detail and improve it, as well as implementing proper stage presence. These procedures will dive into learning more about performance professionalism and smoothing over performance anxiety. Many of these ideas come from experience and practice.</p>
	<p>Review (wrap up and transition to next activity): After regionals, we would then move on to the state festival and potentially incorporate some or all of the small ensembles into the next full band concert to give them a chance to further perfect their songs and perform more than one time.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. My rotational supervision will be used here to monitor progress and seeing if they are on task. Peer constructive criticism can also be used with classroom performances.</p> <p>Consideration for Back-up Plan: I need to be prepared for taking care of the students who decline to participate and have a plan on how to give them a different assignment or have them help in some way to keep them engaged, i.e., help with moving equipment and organizational things that are also apart of music.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Mainly the judge’s opinions and notes as well as my observations at the main events will be used here.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Peer review: In the differentiation section, the teacher should indicate ways to instruct students at each level rather than only describe the levels. Group size at the high school level could be larger than 5 students. If the school is class A, there isn’t a state competition, only regional. As this is a unit plan, I’m not sure how you would indicate the time for each step of the process. The “engage” step in this lesson plan is very strong – I think it’s important to give students an overview of new situations and opportunities instead of taking for granted that they already know such things. Your logistics are very well thought-out; the process should go smoothly in that sense. Make sure to include an assessment just to check for student understanding; it doesn’t have to be elaborate. Look for music assessment ideas online and in publications for ideas.</p> <p>My thoughts after the peer review: I did not know about the class A rule and will have to keep that in mind for future reference. Formative assessments for this will be crucial; the students need to be evaluated to make sure they are making enough progress to be ready to perform for a contest. Playing tests and mock performances are two great examples of ways to assess while still giving them productive practice time and mental preparation.</p>	