

Benedictine University School of Education

edTPA Music Education Lesson Plan

Candidate:	Date(s):	Grade(s):
Subject:	University Supervisor:	
Lesson Title:	Cooperating Teacher:	
Instructional Locations:		Number of Students:

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Illinois Learning Standards	What are the specific Illinois Learning Standards (http://www.isbe.net/ils/) targeted by the lesson (e.g., Creating & Performing 26.A.1c Music: Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds). Creating & Performing 26.B.2c Music: Sing or play acoustic or electronic instruments demonstrating technical skill). [If only part of a standard is targeted, list the text of just the relevant part or parts]
Central Focus	<ul style="list-style-type: none"> • What is the central focus for the content in the learning segment? [3-5 consecutive lessons or 3-5 hours of consecutive instruction reflecting a balanced approach to performing Arts] • How do the standards and learning objectives within the learning segment address creating, performing, and/or responding to music by applying; <ul style="list-style-type: none"> ○ Knowledge/skills (e.g., instruments, technical proficiencies, process elements, etc.); ○ Contextual understandings (e.g., social, cultural, historical, global, reflection, etc.); and ○ Artistic expression (e.g., interpretation, creativity, exploration, improvisation, etc.)? ▪ How do your plans build on each other to help students create, perform, and/or respond to music and to make connections to knowledge/skills, contextual understandings, and artistic expressions?
Prior Academic/ Content-Specific Learning	<ul style="list-style-type: none"> ▪ What knowledge, skills and concepts must students already know to be successful with this lesson, as they relate to the central focus? ▪ What prior knowledge and/or gaps in knowledge do targeted students have that are necessary to support the learning of the skills and concepts for this lesson?
Requisite Skills Related to Central Focus	<ul style="list-style-type: none"> ▪ What do the students know, with respect to the central focus of the learning segment? ▪ What can the students already do? ▪ What are the students learning to do, related to the targeted academic content standards? ▪ What community assets relate to the central focus (e.g., students' everyday experiences, cultural and language backgrounds, practices, and interests)?
Measurable Lesson Objectives	<ul style="list-style-type: none"> ▪ What is the purpose of the lesson? ▪ What will students know and be able to do as a result of the lesson? What are the specific skills, concepts and strategies that are targeted for students to learn via this lesson? ▪ How will knowledge and skills learned via the lesson be applied by students beyond the lesson itself (e.g., next month, next year, in the future...in real world settings)?
Support for Performing Arts Learning	<p>Use principles from research and/or theory to support justifications for the learning segment:</p> <ul style="list-style-type: none"> ▪ How does your understanding of students' prior academic learning and personal, cultural, and community assets guide your choice or adaptation of learning tasks and materials? ▪ Why are your instructional strategies and planned supports appropriate for the whole class, individuals, and/or groups of students with specific learning needs? ▪ What are common student errors, weaknesses, or misunderstandings within your content focus and how will you address them?
Academic Language Demands	<ul style="list-style-type: none"> ▪ What key vocabulary (content-specific terms) do you need to teach and how will you teach students that vocabulary in the lesson? ▪ What specific instructional supports are designed to meet the needs of students with different levels of language learning?
Language Function	<ul style="list-style-type: none"> ▪ What language function do you want students to develop in this lesson? ▪ Considering your students' language assets and needs, what is one language function essential for students to learn music knowledge within the segment's central focus? ▪ Identify a key learning task from your plan (lesson/day number) that provides students with opportunities to practice using the language function(s) identified above
Additional Language Demands	<p>Given the language function and learning tasks identified above, describe the following associated language demands (written or oral) students need to understand and/or use.</p> <ul style="list-style-type: none"> ▪ Academic and domain specific vocabulary and/or symbols ▪ Plus at least one of the following: syntax or discourse

Language Supports	<ul style="list-style-type: none"> What specific instructional supports (during and/or prior to the learning task) will be employed to help students understand, develop, and use the language demands identified above (vocabulary/symbols, function, syntax, discourse)? What language supports are designed to meet the needs of students with different levels of language learning?
Way(s) Students Will Use Language	<ul style="list-style-type: none"> What specific way(s) will students need to use language (reading, writing, listening, and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson? What opportunities will you provide for students to practice the new language and develop fluency (written or oral)?
Instructional Materials & Teacher Resources	<ul style="list-style-type: none"> What specific instructional materials, curricular resources, and technologies will the teacher use in this lesson? [Cite the source (e.g., website; book; curriculum; etc.) of each.] What materials do the students need for this lesson?
Instructional Procedures/ Learning Tasks	<ul style="list-style-type: none"> What will you do to engage students in developing understanding of the lesson objective(s)? How will learning tasks and materials guide one or more individual students in their personal development in Music? How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?
Set/Motivator	<ul style="list-style-type: none"> What brief activity or event at the beginning of the lesson will be used to effectively engage all students' attention and focus their thoughts on the learning objective(s)?
Teacher Modeling/ Direct Teaching	<ul style="list-style-type: none"> How will you develop students' understanding through the use of strategies such as explicit modeling, explanations, demonstration of concepts, and linking prior academic learning to new instruction?
Practice Activity	<ul style="list-style-type: none"> What opportunities for rehearsal and guided practice will be afforded students? How will students practice the strategies, skills, and concepts taught during the learning segment?
Independent Work/ Activity	<ul style="list-style-type: none"> How will students independently apply knowledge and skills attained through the lesson? What opportunities will students have for guided practice of knowledge and skills learned? What strategies will be used to teach students when and how to apply strategies in meaningful contexts?
Assessment/Evaluation	<p>Ensure that all assessments are aligned with the central focus and standards/objectives for the learning segment.</p> <ul style="list-style-type: none"> How will planned informal and formal assessments provide direct evidence of students creating, performing, and/or responding to music by applying knowledge/skills, contextual understandings, and artistic expression throughout the learning segment? How does the design or adaptation of your planned assessments allow students with specific needs (e.g., students with IEPs or 504 plans, ELLs) to demonstrate their learning?
Formative (Informal) Assessment	<ul style="list-style-type: none"> In what ways will you monitor student learning during the lesson and how might this guide your instruction? [Provide multiple forms of evidence to monitor students' use of essential strategies and skills during the unit of instruction.] How will work samples be used to demonstrate the connections between quantitative and qualitative patterns of student learning for individuals and groups? How will you use evidence of what students know and are able to do to plan the next steps in instruction? What feedback will you provide? How will your feedback support students in meeting the goals of the lesson?
Summative (Formal) Assessment	<ul style="list-style-type: none"> What evidence of student learning will you collect and in what ways will the evidence document student achievement? What assessment measures will be used to evaluate the impact of the composite lesson on student learning at the end of the unit of instruction?
Description of Assessment	<ul style="list-style-type: none"> What tactics will you use to provide feedback to students regarding their assessment? How will you guide focus students to use feedback to evaluate their own strengths and needs? What self-assessment measures will be employed? By individual students? By groups of students?
Assessment Accommodations & Modifications	<ul style="list-style-type: none"> What assessment accommodations will be used, in order that all students might demonstrate their learning? How might assessment procedures be modified, to meet the unique needs of individual students?

Evaluation Criteria	<ul style="list-style-type: none"> What evidence of student learning (related to the learning objectives and central focus) does the lesson provide?
Lesson Closure/ Assessment of Students' Voice	<ul style="list-style-type: none"> How will students share or show what they have learned in this lesson? How will you restate the teaching point and clarify key concepts? How will you provide opportunities to extend ideas and check for understanding? How will you guide students to use feedback to evaluate their own strengths and deeds? How will you engage students in reflection on how the strategies/skills learned in the lesson can be used as readers/writers/learners/etc.? What are the ways in which students will be engaged in self-assessment?
Differentiation & Planned Support	<ul style="list-style-type: none"> What supports and specific strategies will be used to identify and respond to common errors, weaknesses, and misunderstandings identified above (under "Support for Performing Arts")? How will you use your knowledge of students to identify needed lesson adaptations, modifications, and supports? What strategies will be used to identify and respond to diverse learning needs and abilities? How will you provide all students access to learning, based on individual and group needs? What curricular adaptations and instructional supports will be used during the lesson, in order for students with diverse learning needs to meet lesson objectives? How will you support individual students with gaps in the prior knowledge deemed necessary to be successful in this lesson?
Rationale/Theoretical Principles	<ul style="list-style-type: none"> What was your rationale for selecting the learning tasks, instructional methodologies, supports, assessments, and other elements used in your lesson? Why are the learning tasks for this lesson appropriate for your students? What principles from research and/or theory support this? What learning theories and theorists support key elements (e.g., pedagogy; assessment) of your lesson? [Cite at least five.] How will the strategies employed in the lesson enhance student learning, comprehension, and independent performance?
Reflections/ Future Modifications	<ul style="list-style-type: none"> What was the impact of your lesson on student learning? What worked and didn't work and why? [<u>Never</u> use the word "wrong."] Were there any aspects of your lesson that you would do differently in the future? Why will these changes improve student learning? What research supports these changes?