

5-E Lesson Plan Template

Example of Lessons for Music/Choir

Your Name: Samantha Johnson	
Grade Level: Middle School 6 th -8 th Grade	Subject Area: Music/Choir
Lesson Title: Sharps and Flats	Lesson Length: 93-108 minutes

The Teaching Process

Lesson Overview: In this lesson students will be introduced to a new music theory concept; Sharps and Flats
Unit Objectives: Students will understand the relationship between the black keys on the keyboard in relation to their sharp and flat note names while reading music for the piano.
Standards addressed: 1.0 Artistic Perception(1.1 Read, write, and perform intervals and triads, 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters, 1.4 Sight-read simple melodies in the treble clef or bass clef.) 2.0 Creative Expression(2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).
List of Materials: Projector, SMART board, music theory workbooks/worksheet, pencils, keyboard music, laptop, internet to access musictheory.net for extra help, student computers, keyboards, keyboard adaptors, electrical sockets.

Instructional Sequence

Phase One: Engage the Learner	
Once attendance has been taken and morning announcements are completed, students will be given a “do now” which will informally assess their retention of music note names and the names of the piano keys studied last week. Upon completion of the “do now, “students will be given immediate feedback via peer grading.	
What’s the teacher doing? Giving students directions and clarification if needed for the “do now.”	What are the students doing? Students are completing the “do now” individually to the best of their ability without using any notes.

Phase Two: Explore the Concept	
Students will begin working a page 12 and 13 of their music theory workbooks. To supplement these workbook pages, students will	
What’s the teacher doing? Reading the next set of instructions in the workbook and will refer students to review their notes on the keyboard keys on page 11 in their music theory workbooks on the Piano.	What are the students doing? Students are applying their prior knowledge of music note names to sharps and flats on the keyboard (black keys).

Phase Three: Explain the concept and define terms

After students have completed the worksheets on sharps and flats, I will explain to the class that the only difference between these notes and the other white key notes are half steps raised for sharps and lowered for flats. I will refer to our music packet for the keyboards to define these two terms and have students read aloud with me.

What's the teacher doing?

Review music vocabulary and concepts from the note name lesson and this week; accidentals (sharps/flats).

What are the students doing?

Reading definitions of music vocabulary as we review their responses to the worksheet.

Phase Four: Elaborate the Concept

To supplement these workbook pages, students will access the website musictheory.net and go through the exercises on accidentals. Students will complete the interactive games/activities provided by the website.

What's the teacher doing?

Projecting the website musictheory.net with the accidental lesson on the SMART board to introduce the concept of playing two notes at the same time to the whole ensemble.

What are the students doing?

Students will be looking at the teacher/SMART board for the example and applying the new technique for themselves using the musictheory.net application.

Phase Five: Evaluate students' Understanding of Concept

Students will be given class time to work on the new technique with their keyboard partner. Once students have had time to rehearse, I will begin my performance assessment on one of the new songs using the accidentals sharps and flats. Next class meeting we will apply these concepts to playing Major scales.

What's the teacher doing?

Assessing students using the new keyboard technique.

What are the students doing?

Rehearsing individually and with a partner on the new songs for keyboard which use the new harmonic interval technique in order to be prepared for their playing assessment.

5-E Lesson Plan Template

Examples of Lessons for Music/Choir

Your Name: Samantha Johnson	
Grade Level: Middle School 6 th -8 th Grade	Subject Area: Beginning Music
Lesson Title: Harmonic Intervals	Lesson Length: 93-108 minutes

The Teaching Process

Lesson Overview: In this lesson students will be introduced to a new music theory concept; Harmonic Intervals
Unit Objectives: Students will understand the relationship between melodic, now harmonic intervals, and whole and half steps while reading music on staff for the keyboard and melodic intervals for the recorder.
Standards addressed: 1.0 Artistic Perception(1.1 Read, write, and perform intervals and triads, 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters, 1.4 Sight-read simple melodies in the treble clef or bass clef.) 2.0 Creative Expression(2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6). Compose, Arrange, and Improvise 2.4 Compose short pieces in duple and triple meters. 2.5 Arrange simple pieces for voices or instruments, using traditional sources of sound.
List of Materials: Projector, SMART board, music theory workbooks/worksheet, pencils, keyboard music, recorder music, laptop, internet, student computers, keyboards, recorders, keyboard adaptors, electrical sockets.

Instructional Sequence

Phase One: Engage the Learner	
Once attendance has been taken and morning announcements are completed, students will be given a “do now” which will informally assess their retention of melodic intervals studied last week. Upon completion of the “do now,” students will be given immediate feedback via peer grading.	
What’s the teacher doing? Giving students directions and clarification if needed for the “do now.”	What are the students doing? Students are completing the “do now” individually to the best of their ability without using any notes.

Phase Two: Explore the Concept
Students will begin working a handout which they started last week. The next phase of this hand out is to complete the harmonic intervals using their prior knowledge of melodic intervals.

<p>What's the teacher doing? Reading the next set of instructions on the handout and will refer students to review their notes on page 24 in their music theory workbooks on intervals.</p>	<p>What are the students doing? Students are applying their prior knowledge of melodic intervals to harmonic intervals which is very similar on the handout from last week.</p>
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Phase Three: Explain the concept and define terms

After students have completed the worksheet on harmonic 2nds and 3rds (intervals) I will explain to the class that the only difference between these and melodic intervals are that 2 or more notes played together at the same time makes a harmony and one note played at a time is a melody. I will refer to our music packet for the keyboards to define these two terms and have students read aloud with me.

<p>What's the teacher doing? Review music vocabulary and concepts from last week and this week; melodic intervals and now harmonic intervals.</p>	<p>What are the students doing? Reading definitions of music vocabulary as we review their responses to the worksheet.</p>
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Phase Four: Elaborate the Concept

Students elaborate on their understanding of harmonic intervals via keyboard and learning new keyboard exercises and songs which use harmonic intervals and the new concept of playing two notes at the same time. Students will be working with their keyboard partners for this activity while we apply this new concept as an ensemble first.

<p>What's the teacher doing? Projecting the keyboard with note names on the SMART board to introduce the concept of playing two notes at the same time to the whole ensemble.</p>	<p>What are the students doing? Students will be looking at the teacher/SMART board for the example and applying the new technique to the keyboard with their partner as well as a whole ensemble.</p>
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Phase Five: Evaluate students' Understanding of Concept

Students will be given class time to work on the new technique with their keyboard partner. Once students have had time to rehearse, I will begin my performance assessment on one of the new songs. Students will also have class time to begin their final project which is a composition using jamstudio.com and applying their knowledge of intervals and instruments to the project.

<p>What's the teacher doing? Assessing students using the new keyboard technique. I will also be introducing the final project for students to apply their new skills while composing a song.</p>	<p>What are the students doing? Rehearsing individually and with a partner on the new songs for keyboard which use the new harmonic interval technique in order to be prepared for their playing assessment. Students will also be using the student computers for the final composition project.</p>
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