

WRITTEN LESSON PLAN GENERAL COMMENTS

Think carefully about the Focus Question

How can we use movement to understand the “pulse” in a song?

How does what we hear in the music make us move?

How can the tempo change the way music feels?

Goals and Objectives are about musical concepts

K - How tempo changes the way music feels.

D - Change tempo to reflect different moods/feelings.

K - What duple meter is.

D - Maintain a steady beat while singing

National Standards (<http://nationalartsstandards.org>)

Next time need to go into them for specific grade level and be more specific

Lesson Procedures - Instruction

Needs to describe the actual instruction - different than Activities

Assessment - Formative - checking for understanding

Are the kids “getting it”? All of them? Some of them?

Assessment - Summative - Need to include the means of assessment and how you will document it

For third lesson you need to INCLUDE the written assessment example

You need to assess the goals and objectives - not was it hard/easy, etc.

This will be by checklist,

- Did the student write the rhythm I clapped?
 - Did the student participate and get the rhythms correct?
 - Was the student able to clap back a rhythm they wrote?
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PEER TEACHING GENERAL COMMENTS

Stay in character - no side comments, no giggling, etc. Be the teacher. Develop and use your "teacher voice".

When singing decide on the pitch (appropriate range and tessitura of students) before hand.

Always set the beat/tempo and starting/home pitch before kids sing, etc.

Actually practice teaching before doing it in class. Work out trouble spots. Try to anticipate problems.

Have a plan b (maybe even c).

Be attentive and flexible. Use your formative assessments.

Ask questions to reinforce learning and check for understanding.

Try to devise assessments that are embedded in the lesson.

Be as upbeat, enthusiastic, energetic and quick-paced as possible.

Keep track of the time - to the second.

Totally fine not to sing in falsetto - use only if it doesn't feel high or strained.

Important to set the lesson/song in context so that it doesn't seem "weird" by the end of the lesson

Be careful to think about age appropriateness

Check for understanding by listening and evaluating how things are going - not only by asking questions

Don't hesitate to help individuals

When doing music of other cultures be sure to use authentic music (with that culture's instruments and in that culture's language, etc.)

Treat kids as old as possible - don't underestimate their ability to understand and behave

Critical Listening - Music (not text) - What do you hear? How does it make you feel? Be thinking about what's happening in the music. What's different? Need to go deeper into the music

Careful when talking about political topics - don't sugarcoat (i.e. slavery)
Be critical in choosing examples - when using a spiritual choose an authentic version (not "white")

"Tricky" moments - i.e. Hoe...

Problem with Exit cards, etc. No discussion - no time to process others' comments, etc. Make the questions be appropriate for that - so you can assess if they learned

When having students do an answer sheet leave time to go over the answers - a lot of the learning goes on in sharing answers

Don't allow too much time for writing - if everyone is done go on to something else

When asking students to write something make sure it is structured in some way (Guiding questions)

When lyrics are not in English need to either talk about that the words aren't important or say translation

If reading notation be accurate

Use Higher Level Questions

NOT - What did you think? Did you like it? Wasn't that fun? Is it fast or slow?

BUT - Why does that make you feel a certain way? What are the differences between the 2 examples? What did you hear in the melody that makes you think it's ...? Do the rhythms go along with the beat or are they "syncopated"?

Teachers tend not to use higher level questions not because kids won't understand them but because they are harder *for the teacher* to formulate!