**Music Ed Lesson Plan Template (revised Fall, 2018)**

***\*Remember the 5 questions: Why-What-To Whom-How-Results\****

**Teacher:**

|  |  |
| --- | --- |
| **Unit Title:** | **Lesson Title:** |
| **Grade Level:** | **Lesson Length:** |
| **Short Description:** | |
| **Guiding Question(s) :** | |

|  |  |
| --- | --- |
| **Content Learning Objective(s):** | |
| **Goals** (What do you want them to know…) |  |
| **Objectives** (…and be able to do?) |  |
| **Assessment: *How you will assess each standard and objective?***  ***Make sure to include assessment criteria.*** | |
| **Prior Knowledge** needed |  |
| **National Standards** addressed (Artistic Process and Music Process Standard) See below |  |
| **Music Learning Components** addressed See below |  |
| **Formative assessment** (checking for understanding)  Assessment FOR Learning  “Cook tastes the soup” |  |
| **Summative Assessment**  (how will each goal, objective and standard be assessed?)  Attach method of assessment (rubric, checklist, etc.)  Assessment OF Learning  “Guest tastes the soup” |  |
| **Materials and Resources** |  |
| **Lesson Procedures** | |
| **Introduction** (hook)  *How will you make connections and engage them?* |  |
| **Instruction** (procedure)  *How will you structure and order student learning?* |  |
| **Activities**  What will they actually do? |  |
| **Closure**  *How will you bring the learning back to the guiding questions and lesson objectives and summarize the learning?* |  |
| **Universal Design (Complete only if you know what this is)** | |
| **Universal Instruction Considerations**  *Multiple means of •Representation*  *•Expression*  *•Engagement* |  |
| **Differentiation Considerations**  *Adaptations for different levels/unique needs* |  |
| **Advanced Opportunities**  *Opportunities for enrichment* |  |
| **Review and Reflection** | |
| **Overview**  *What occurred compared to the plan?* |  |
| **Analysis**  *How well was the lesson planned?* |  |
| **Reflection**  *What did you learn?* |  |
| **Next time**  What would you do differently? |  |
| **Design and Reflection (Refer to these questions during the writing process and after teaching the lesson)** | |
| Is/was the lesson of reasonable difficulty? | Before:  After: |
| Will/did the students experience music or mainly experience it through words? | Before:  After: |
| Will/were the aesthetic qualities of the music brought out? | Before:  After: |
| Will/were the students (be) actively involved in the learning process? | Before:  After: |
| Will/did the students gain basic understanding in addition to useful information? | Before:  After: |
| Will/was the material (be) presented in a way that encourages/encouraged remembering and transfer to other musical situations? | Before:  After: |
| Will/was the lesson (be) presented so that it encourages/encouraged positive attitudes toward music? | Before:  After: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Music Learning Components** | **National Core Music Standards and Artistic Processes** | | | |
| 1. Singing | **Create** | **Perform** | **Respond** | **connect** |
| 2. Playing | 1. Imagine | 5. Select | 10. Select | A.10 Synthesize and relate knowledge and personal experiences to make art. |
| 3. Creating | 2. Plan and Make | 6. Analyze | 11. Analyze | A. 11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. |
| 4. Reading  & Notating | 3. Evaluate and Refine | 7. Interpret | 12. Interpret |  |
| 5. Listening | 4. Refine | 8. Rehearse, Evaluate, Refine | 13. Evaluate |
| 6. Moving |  | 9. Present |  |
| 7. Enjoying |  |