

Lesson Plan Template

Date: _____

Grade: 3	Subject: Music
Materials: Temple Block, white board and markers, barred instruments	Technology Needed: none
Instructional Strategies: <input type="checkbox"/> Direct instruction <input 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) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic Explain: Students learn about triple meter, then apply that knowledge with their partners to create a melody.
Standard(s) MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. MU:Cr2.1.3b Use the standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.	Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:
Objective(s) TLW be able to recognize triple meter and contrast it to duple meter. Bloom's Taxonomy Cognitive Level: Understanding, Applying, Creating	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) It is expected they treat the instruments with extreme care.
Classroom Management- (grouping(s), movement/transitions, etc.) Remind them that we do not walk over the instruments and that we keep our mallets at our sides until we use them.	
Minutes	Procedures
5	Set-up/Prep: Set up temple blocks and make sure barred instruments are in their places so the students can grab them.
8	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) A. Ask the students to find their own space in the room B. Play, on the temple blocks, a duple rhythm and ask them to move to it C. Next play a triple rhythm and have them move to it D. Students will move around the room and move to whichever rhythm the teacher is playing (duple or triple) as they see fit E. Stop, and have them get in groups of 2 as teacher plays a duple meter F. Have them move to groups of 3 as teacher plays a triple meter G. Next, they will move around the room in groups corresponding to whichever meter the teacher is playing.
15	Explain: (concepts, procedures, vocabulary, etc.) A. Speak <i>Strawberry Pie</i> , teacher first 1. Everyone say it together, repeating as necessary B. Ask students to determine where the accents lie. 1. Write the notes on the board and introduce the bar lines 2. "What's the difference about this song than other songs we've learned?" a. This one has 3 notes between bar lines instead of 2 or 4 C. Draw 4 measures on the board and ask the class to fill in the 1 st bar, 2 nd bar, etc. 1. If they do not write down 3 quarter notes in a row, present that to them a. Ask what would happen if the 3 notes were tied together b. Ask if it can be written any other way (half note tied to quarter) c. Go further and show them a dotted half note

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10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none">A. Divide into groups of 2 or 3<ul style="list-style-type: none">1. Groups may get their barred instruments – one per person2. Take off bff'sB. Groups will compose a 4-bar melody using triple meter<ul style="list-style-type: none">1. Requirements:<ul style="list-style-type: none">a. Start and end on Cb. End on a dotted half notec. Make it interesting (more than straight quarter notes)
5-7	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">A. Ask for groups to play their compositions<ul style="list-style-type: none">1. Teacher plays C-G accompaniment
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?) <p>Evaluate how they work with each other. Assess participation.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Assess the group compositions: meeting the requirements gets them the necessary points, but making an interesting melody is worth more.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	