

Lesson Plan Template

Date: _____

Grade: 5	Subject: Music
Materials: Barred Instruments, rhythm cards, rhythm magnets	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 discover new rhythmic ideas and experiment with them in their compositions.
Standard(s) MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes. MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas. MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:
Objective(s) Students will discover and experiment with dotted eight-sixteenth note rhythms and compose, in groups, a melody using these rhythms.	
Bloom's Taxonomy Cognitive Level: Understanding, Applying, Creating	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will work as a team to create their compositions and as a larger class to figure out the rhythms.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) It is expected that the students will behave around the instruments.
Minutes	Procedures
	Set-up/Prep:
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) A. Place 16 th note magnets on the board 1. Students will tap a beat and speak the rhythm on rhythm syllable (ti-ka ti-ka) 2. Draw a tie under 2 notes a. Ask students how they think they should say that rhythm b. Once they have it, they tap the beat and say it, repeating as necessary 3. Have students come up and draw new ties below 2 sixteenths a. Students tap beat and say rhythm for each new figure B. Teacher draws a tie under the first ti-ka, and another under the second ti-ka 1. Students tap beat and say the rhythm 2. What do they notice about this rhythm? a. Tap and say rhythm again b. They should notice it is the same as 2 eighth notes c. Show, on the board, that the 2 rhythms equal each other 3. Repeat for 'ta ti-ka' and 'ti-ka ta'
	Explain: (concepts, procedures, vocabulary, etc.) A. Show them 3 16 th notes tied together (dotted eighth) 1. Let them figure out how to say it, then draw it. Show them what the notation looks like (dotted eighth-sixteenth or sixteenth-dotted eighth) 2. Tap beat and say the rhythm – repeat as necessary B. Move to barred instruments 1. Take of bff's 2. Play together, on C, the new rhythms

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	a. Teacher plays a steady beat
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) A. Take out rhythm card featuring the various 16 th note rhythms they learned 1. Split students into groups and give each group a pack of cards 2. Have the groups compose, using the cards, an 8-measure melody (2 phrases) 3. Encourage them to experiment and not to stick to the first melody that comes to mind
	Review (wrap up and transition to next activity): Each group plays their composition for the class.
Formative Assessment: (linked to objectives, during learning) • Progress monitoring throughout lesson (how can you document your student's learning?) Evaluate participation: figuring/tapping out beats and rhythms, answering questions, etc. Evaluate how they are collaborating.	Summative Assessment (linked back to objectives, END of learning) Assess their final compositions.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	