Lesson Plan Template
Date: _____

Grade: High School	Subject: Music Theory
Materials: Smart Board, keyboard instrument, sound source	Technology Needed: see: Materials

Instructional Strategies:		Guided Practices and Concrete Application:	
☐ Direct instruction ☐ Guided practice ☐ Socratic Seminar ☐ Learning Centers X Lecture X Technology integration ☐ Other (list)	☐ Peer teaching/collaboration/ cooperative learning ☐ Visuals/Graphic organizers X PBL X Discussion/Debate X Modeling	☐ Large group activity X Independent activity ☐ Pairing/collaboration ☐ Simulations/Scenarios ☐ Other (list) Explain: Students explore modes by choosing a piece of music they think has a particular mode.	☐ Hands-on X Technology integration ☐ Imitation/Repeat/Mimic

Standard(s)
    MU:Cr1.1.C.Ia: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
    MU:Cr2.1.C.Ia: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.
	Differentiation
	    Below Proficiency:
	
	    Above Proficiency:
	
	    Approaching/Emerging Proficiency:
	
	    Modalities/Learning Preferences:

Objective(s) TLW understand the building blocks of the modes TLW apply previous vocabulary and theoretical concepts TLW evaluate their work and analyze a partner's composition Bloom's Taxonomy Cognitive Level: Understanding, analyzing, Evaluating	
Classroom Management- (grouping(s), movement/transitions, etc.) Students are engaged on their keyboards	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) I expect the students to work diligently, but discuss amongst their neighbors the different modes.

Minutes	Procedures
5	Set-up/Prep: get the sound source set up and the music queued.
10-15	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Play a piece of music and ask the students if they think it is major or minor and why. (Neither! It is modal.) Reflective Question: How can we use major/minor to find our modes? Why would composers use modes and not just major/minor?
10	Explain: (concepts, procedures, vocabulary, etc.) Modes: Ionian, dorian, phrygian, lydian, mixolidian, aeolian, locrian. Major sounding modes: Ionian, lydian, mixolydian Minor sounding modes: dorian, phrygian, aeolian, locrian
15	Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Have students come up with a system to construct and remember their modes. Guided Practice: Begin with Major and Minor (Ionian and Aeolian). Build off of that to understand how other modes correlate in between. Application: Students search for pieces in different modes and present them to class,
Remaining	Review (wrap up and transition to next activity): Students present and discuss their projects, explaining which mode(s) it is in, then provide constructive criticism to each other (I think it is this mode because of reasons *x, y,* and *z*). With remaining time, we will utilize the smart board to practice assembling modes.

Formative Assessment: (linked to objectives, during learning) • **Progress monitoring throughout lesson (how can you document your student's learning?)**	Summative Assessment (linked back to objectives, END of learning) Can you construct the modes?

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Student Presentations.
Individual measurability: Do they understand their chosen mode(s)?