MUSIC EDUCATION LESSON PLAN

Fill in the table to create a lesson plan (add/delete rows & replace text as needed). Save as: **<name>-lesson**

LAWRENCE UNIVERSITY
APPLETON, WISCONSIN

Name: **Unit/Topic:**
Subject/Grade: **Lesson:**

Context

Describe the students, their background, and specific learning needs.	State where the lesson fits in, what is to be learned, and why it is important.

Standards

List the standards addressed by the lesson.

- Music standard(s)
- Common Core literacy standard(s) *(if applicable)*

Learning Objectives

Students will be able to:	How this objective will be assessed
1. <action verb> <object>	
2.	

Preparation

What to do to get ready to teach the lesson

How to set up classroom, prepare equipment and materials, etc.

Instruction

Time	Activity	Materials	Purpose	Progress Check
	Warm-up How to warm up voices, instruments, etc.		Prepare to make music	*(blank)*
	Lead-in *(= set induction)* Opening that leads to "Today we're going to…"		Awaken curiosity; Introduce topic & set goals	*(blank)*
	<Learning Activity> - *name in bold; add row for each activity* What to do: teacher & students	List of materials needed: teacher & students	How activity relates to learning objectives	How to check progress & what to look/listen for
	Wrap-up *(= closure)* "Today we…. This is important because…"		Reinforce learning; Place in context	*(blank)*

Assessment

Time	Activity	Materials	Learning Objectives
	<Assessment Activity> - *name in bold; add/delete as needed* What to do: teacher & students	List of materials needed: teacher & students	Objectives evaluated by this assessment (refer by #)

INSTRUCTIONAL MATERIALS

List specific materials needed for this lesson. Put materials in order in a separate file. Save as: **<name>-materials**

Teacher	Students
What the teacher needs to teach the lesson	What students need to participate in the lesson
List by name, page number or URL, etc. Consider: • instruments • other equipment or technology • teacher notes (outline, diagrams, etc.) • text or score (marked-up) • visual aids (images, videos, or websites) • handouts (w/ sample responses) • discussion questions (w/ sample responses) • rubric, quiz or test (w/ answer key) • optional supports or enrichment materials	List by name, page number, etc. Consider: • instrument • book or score • pen or pencil • notebook • paper

COMMENTARY

Respond to assigned prompts in a separate document. Save as: **<name>-commentary**. Sample prompts:

Approach to Teaching Music
Consider different theories and approaches to teaching music: Dalcroze, Kodály, Orff, Suzuki, Gordon, Pestalozzi, etc.
1. How does your lesson exemplify one or more of these approaches?
2. What are the advantages of this approach?
3. What are possible disadvantages, and how might you overcome them?
4. Why do you believe your approach will be effective for your lesson objectives?

Academic Language
1. *Language function:* Pick a learning objective from your lesson. What does this objective ask students to do?
2. *Learning task:* Where in the lesson do students practice doing this?
3. *Language demands:* What language do students need to do this successfully? (words/symbols, sentences, forms of argumentation, etc.)
4. *Instructional supports:* Describe the supports you provide to help students meet these language demands.

Differentiated Instruction
Consider the variety of learners in your class: students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge.
1. How is the lesson designed to be accessible and beneficial to a broad range of learners?
2. What are some specific learning needs you address in the lesson?
3. What supports do you provide to ensure that students with these needs can participate and learn?
4. How will you know that all students have achieved the learning objectives?

Reflection on Teaching
Discuss how the lesson went, what changes you would make, and why. *(Write this after the lesson has been taught.)*