**Technology in the Music Classroom Lesson Plan Assignments**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan Type \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(fill in Creating or Performing or Responding here [choose only one])

Here are some hints for completing your lesson plans. You can use this page as a template. **Just delete everything in blue** and add your own content.

**Notes**

* In your own classroom, you may very well include multiple activity types – creating, performing, responding – in a single daily lesson. In these lessons, however, please focus on the one type described in the Assignment. For example, if the lesson focus is Creating Music, make that the primary use of time and emphasis in that lesson. Remember that this lesson should fit into **one** class day.
* If you use a lesson that you have actually used before, please try to add at least one technology tool that you have not used before.
* Proceed with the premise that you are writing this lesson plan for a qualified music substitute. Include all details. The purpose of this scenario is to encourage you to think through every step of the plan. We can all “wing it” when we need to, but your grade will depend upon careful planning and thorough documentation of the lesson. This will also allow your lesson plans to be transferrable to classmates who would like to use your ideas for their own classrooms.

**Lesson Title/Description:** Be specific. If you only have a list of your lesson titles, you should be able to know what the lesson is about. For example, “Rhythm” is not specific. “Introducing Syncopation (syn-co-pa) using Eighth and Quarter Notes” is specific. Also, if you are specific, you can look back easily and see when you taught certain content or even monitor if you are neglecting any content area.

**Class/Grade:** Be specific. “Band” is not specific. “High School Jazz Band I/Grades 10-12” is specific.

**Lesson Time:** Total time it will take to complete the lesson (30 minutes, 55 minutes, for example)

**Standards:** Please use the national standards outlined at NAfME <http://www.nafme.org/my-classroom/standards/core-music-standards/> Use the standards for your level (don’t use the Music Technology standards as those are for a high school class in Music Technology; use the standards in the first, 4th, or 5th bullet)

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Evidence** |
| By the end of this lesson, students will know | Evidence: |
| By the end of this lesson, students will know | Evidence: |
| By the end of this lesson, students will be able to | Evidence: |
| By the end of this lesson, students will be able to | Evidence: |

**Learning Outcomes:**

List the intended learning outcomes of the lesson in the table above. Just complete the sentences. You don’t have to have 4; just add or subtract as needed. Type into the cells which will expand as needed. Use action verbs. **Do not list activities here; list your objectives.** “Learn a folk song” is an activity (stated in very non-specific terms). “Students will be able to sing one verse and the chorus of Aura Lee by memory with acceptable vocal tuning” is an objective.

**Assessment Evidence:** How will you know if students have met the learning outcomes? Again, do not list an activity as in “Students performed the piece.” Depending upon your objective, how do you know that they were successful? If your objective is to improve tuning on long notes in Etude #4, your assessment tool might be a tuning app (opportunity for a technology tool here) or the assessment might be your aural observation. The question to ask is **“How do you know?”** You are looking for *evidence!* Your lesson plan may even state “Success is when . . . “ to specify the evidence. Every Learning Outcome should have its own associated assessment. If you have 4 Learning Outcomes, you should have 4 Assessments.

**Prior Knowledge and Skills:** List the knowledge and skills that students need before attempting this lesson (use bullets or numbers). For example, an introductory lecture/activity/presentation might be required before students can play a game to test their understanding of that content. Be specific in exactly what they need to know or be able to do before your lesson can take place. Don’t think you have to begin at the very beginning of a concept/skill in your lesson. This section will allow you to begin at any point.

**Materials:** List the tools (including technology) and resources necessary to complete the lesson (either numbered or bulleted). Technology hardware or software should be specifically named. Internet links should be provided in their entirety so that if a substitute were to do the lesson, the link could just be clicked from the Word document itself. If using a recording, for example, you would not indicate “Mozart Symphony,” but “Mozart: Symphony #40 in G minor linked to playlist on classroom HUB.” Instruments should be specified as “soprano glockenspiel and alto metallophone,” not “Orff instruments.” Even “pencil and paper” should be included as those things you would need to gather prior to a classroom activity. The goal is for the list to be complete. When grading the number of technology tools you use, I do not separate “internet” from the link used (that would be one tool) or SmartBoard from the PowerPoint displayed. I will count each ‘event’ used in the classroom. Please expand your use of technology tools beyond those that you already use. Find some new and fresh technology tools to use in your plan. Go beyond projector and YouTube, please!!!

**Learning Activities:** In a **step-by-step** format (either numbered or bulleted), outline the teaching/learning activities that will facilitate the students’ achieving the learning outcomes. Consider using subheadings for different activity types. Include tips to help implement the lesson, such as how to group students, how to share equipment, questions to ask to spur class discussions, and useful background information. Consult the Music Learning Activity Types document as appropriate (Creating, pp. 68-72, Performing, pp. 94-98, Responding, pp. 122-125). Your lesson should be in chronological order; you may number or bullet your steps and it is a good idea to include how much time each step will take in order to complete everything in one class. Remember that these instructions should be detailed and complete enough for someone else to teach this lesson instead of you.

After you have finished writing your lesson plan, it is a good idea to have someone else read it and ask them, “Could you teach this lesson using only this lesson plan? Or would you have questions?” Then answer their questions on your lesson plan.