

Grade: 9-12		Subject: Music Theory	
Materials: blank staff paper, sight reading books		Technology Needed: Smartboard or dry erase board	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Explain:	
Standard(s): Standard 5: READING MUSIC Students read and notate music. 12.5.1 Know how to read a score of up to four staves.		Differentiation Below Proficiency: I will ask these students to look to older peers who know what they are doing for assistance Above Proficiency: Some students will already know this information, they will be instructed to help those around them if I notice they finish quickly Approaching/Emerging Proficiency: These students should be fine following along with the lesson Modalities/Learning Preferences: Visual and auditory learners should hopefully easily succeed from examples and explanation, and kinesthetic learners will hopefully catch on when trying to draw their own work	
Objective(s): Students will be able to describe and duplicate basic symbols such as the four space staff, treble and bass clef, and various note values. Bloom's Taxonomy Cognitive Level:		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) I will expect some students to get sidetracked with the time to do their own work and will be ready to instruct them they we will move on once everyone has finished	
Classroom Management- (grouping(s), movement/transitions, etc.) Proximity - walking around class during individual work Give enough time to do individual work but not too much to allow students to get sidetracked easily			
Minutes	Procedures		
	Set-up/Prep: Either draw staff on board, or use smart board to project staff to draw on. Preferred: smart board zoomed in enough for students with visual impairments Hand out staff paper (zoomed in larger for students with visual impairments; give same to all students)		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Review solfege from prior classes - setting up for applying it to the staff		
20	Explain: (concepts, procedures, vocabulary, etc.) Draw and define the following: staff, treble clef, bass clef, whole note, half note, quarter note, eighth note Write out the notes of the staff and give mnemonic devices Show how solfege syllables appear on the staff		
20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Have students practice drawing the clefs and notes. Walk around and look at them. Have students copy a melody on the board, and label it with solfege. Have them write out their own melody and volunteer to put them on the board and we will sight read them. Ask students to take out sight reading books and we will apply solfege to a melody together		
5	Review (wrap up and transition to next activity): I will ask students to define terms we covered I will show them some more rhythms that we will look at in the next class		

Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student's learning?)**

I will be walking around and checking the student's work, giving suggestions while they are doing individual work.

Summative Assessment (linked back to objectives, END of learning)

I will ask that they turn in their work, and give it back to them later for their own notes.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):