

Lesson Plan -Lia Enander

Grade: High School		Subject: Band	
Materials: Devices for students to use		Technology Needed: Devices for looking up appropriate repertoire	
Instructional Strategies: <input 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 type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input 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) Explain:	
Standard(s) MU:Cn10.2.E.I - MU:Cn10.2.E.II - MU:Cn10.2.E.III a. Incorporate traditional and emerging technologies to create, perform and respond to music. MU:Pr4.1.E.I.a Select varied repertoire based upon interest, musicianship skills (reading, expression, technique) of individual or ensemble , and context of performance. MU:Re7.2.E.I.a Identify the elements of music that inform a response to selected music.		Differentiation Below Proficiency: Only have to find one video or piece and only write a few notes about it (pairing if needed) Above Proficiency: Have to find a couple pieces and write more notes with more advanced musical knowledge Approaching/Emerging Proficiency: Have to find a few pieces and write a good number of notes on what they noticed with average musical knowledge Modalities/Learning Preferences: Auditory, interpersonal, musical	
Objective(s) What: Students to learn what appropriate music repertoire for music festival and have to listen and record what they noticed about the piece or what they liked about it How: Teach students what constitutes as appropriate music repertoire and give examples of good and bad pieces and give them aspects to look for in their own pieces			
Bloom's Taxonomy Cognitive Level: Classroom Management- Large group activity to learn about appropriate music repertoire then transition to individual activity to look up appropriate music repertoire for their instrument		Behavior Expectations- Expectation of students include being able to find appropriate music repertoire for their instrument online and be able to observe and write down aspects they noticed or enjoyed.	
Minutes	Procedures		
	Set-up/Prep: Have videos of good and bad examples of appropriate music repertoire		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask what they think appropriate music repertoire is		
	Explain: (concepts, procedures, vocabulary, etc.) Explain why appropriate music repertoire is necessary for music festivals Explain what appropriate music repertoire is (pieces that demonstrate specific skills of performer(s)) Show them examples of videos of appropriate and not appropriate music for festival online Ask class what they noticed and give them ideas on what to look for musically in their pieces Answer question students may have about appropriate music repertoire		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Let students look up, on their devices, appropriate music repertoire for their instrument and develop ideas of what songs they could play for festival Have the students write down a few things they noticed or liked about the piece		
	Review (wrap up and transition to next activity): Select a few examples and send them to the teacher Submit their notes		

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Formative Assessment:

Submission of video and musical findings about piece

Consideration for Back-up Plan:

Students can write a few musical aspects they noticed in the video the teacher showed

Summative Assessment (linked back to objectives)**End of lesson:**

Learn what appropriate music repertoire is and examples of it for their instrument

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

Perhaps use an interactive program such as Wooclap to hear what the students notice about the music that the teacher shows and what they think appropriate music repertoire is.