

## Sample Lesson Plan

Instrumental Lab Lesson Plan Template	
Your Name: Mairéad Leahy	Date: October 3, 2023
Lesson Title/Name of Song: Musical Groupings/Me (re:Affirmation)	
<b>Lesson Objectives/Instructional Outcomes.</b> Outline the concepts, knowledge, skills or applications that students will be able to demonstrate upon completion of this lesson. Objectives may be stated in the form of a critical question students should be able to answer. <ul style="list-style-type: none"><li>- Working on m. 43-55</li><li>- Students will identify musical groupings with the same parts<ul style="list-style-type: none"><li>- Ask students to think about phrasing, then play through and ask if we like 2 bar phrases or 4 bar</li></ul></li><li>- Ask students to look up in m. 53-54 as we accelerando into m. 55</li></ul>	
<b>Relationship to Overarching Learning Goals</b> How does this lesson support enduring understandings and build upon previous knowledge? How does this lesson support the next lesson in the instructional sequence? <ul style="list-style-type: none"><li>- We will continue developing our listening skills as we determine groupings.</li><li>- We will work on musical phrasing.</li></ul>	
<b>Instructional Materials/Resources:</b> List all materials and resources required by the teacher and/or students. Include preparation and special instructions that should be in place at the start of the lesson. <ul style="list-style-type: none"><li>- Instruments</li><li>- Pencils</li><li>- Music</li><li>- Fingering charts</li></ul>	
<b>Methods and Instructional Strategies</b> Demonstrating SMK's and PST's: Content and pedagogical knowledge.	
<b>Anticipated Student Misconceptions:</b> <ul style="list-style-type: none"><li>- We may not have sleigh bells - check in with percussion 3 before rehearsal starts to make other arrangements as needed</li><li>- Trumpets may come in too loud at m. 53</li></ul>	
<b>Concept Prerequisites (previous knowledge required):</b> <ul style="list-style-type: none"><li>- How to tune their instruments</li></ul>	
<b>Introduction/Doorway in:</b> How will you draw the students in? <ul style="list-style-type: none"><li>- We will start by speaking and fingering through measures 47 through 54. Let's use a relaxed "doo" syllable.<ul style="list-style-type: none"><li>- Percussion - please do this with us - and while you are speaking along, I would like you to think about one word - maybe a feeling, that comes to mind when you listen to your parts</li></ul></li></ul>	
<b>Instructional Activities:</b> Includes questioning techniques, grouping strategies, pedagogical approaches. <ul style="list-style-type: none"><li>- Percussion - would any of you like to share what this part made you think of?<ul style="list-style-type: none"><li>- Randall wrote in the composer notes, which I'm happy to share with anyone that would like them, that this is like a defiant heartbeat - before we resolve</li></ul></li></ul>	

- (After speaking through once during introduction) Who comes in first at measure 47? (Flutes)
- What group enters next? (Clarinets)
- Ok, flutes are group 1, clarinets are group 2. Let's speak through this again on "doo" and see if you join group 1 or 2, or if you might be in group 3.
  - Group 1: Flutes/Alto Sax
  - Group 2: Clarinets/Tenor Sax
  - Group 3: Horn/Tbn/Euph/Tuba/Bari/Bass and... trumpets
- After we speak through 2nd time, ask students to raise their hands for groups 1, 2, and 3
- Play from m. 47 - 54 thinking about our groupings - having a conversation
- Do we like 2 bar phrases or should we have longer 4 bar phrases?
  - We can try both
- Play from m. 43 (sleigh bells!) to m. 55

**Culminating Activity:**

How will the students demonstrate their learning?

- Students will play m. 43-55 while listening to their groupings and using expressive phrasing.

**Differentiation According to Student Needs:**

Indicate the strategies you will use to address diverse student learning needs. Include accommodations for students with an IEP or 504, cultural, or linguistic needs.

- I will encourage students to help their peers that haven't aren't on their primary instruments
- Students may use octave displacement for notes that are not currently in their range.

**Assessment (Formative and Summative):**

Indicate the type of assessment most appropriate. For example, sample questions, tests, rubrics or other.

- I will provide feedback based on their playing and understanding of the instructions given

**Framework Alignment:**

Indicate the MA Arts Standards covered in this lesson. Creating, performing, Responding and Connecting.

3.2. Play expressively with appropriate dynamics, phrasing and articulation, and interpretation.

3.5. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.