

**Music Ensemble Lesson Plan Template**

**Erase red text and gray text boxes.**

Teacher: Your name

Grade(s)/Name/Type: 6th-7th Grade Choraliers (choral performance ensemble; conducted)

Date of Lesson: MM/DD/YYYY

Lesson: #      out of

Start & End time       to       No. of minutes

|  |
| --- |
| Learning Standards and Processes (Checklist) Copy and paste checked boxes to appropriate locations. |
| **National Music Standards (1994)**[x]  NS1. Singing…[ ]  NS2. Performing on instruments…[ ]  NS3. Improvising…[ ]  NS4. Composing…[x]  NS5. Reading & notating...[x]  NS6. Listening, analyzing, describing…[x]  NS7. Evaluating…[x]  NS8. …relationships between music, the other arts, and disciplines outside the arts.[x]  NS9. …history & culture | **National Music Standards (2014)** *“Common Core”*[ ]  CC1. Creating* *Imagine*
* *Plan & Make*
* *Evaluate & Refine*
* *Present*

[x]  CC2. Performing* *Select, Analyze, & Interpret*
* *Rehearse, Evaluate, & Refine*
* *Present*

[x]  CC3. Responding* *Select*
* *Analyze*
* *Interpret*
* *Evaluate*

[x]  CC4. Connecting* *Knowledge & Personal Experience*
* *Contextual Understanding*
 | **Learning Domains***Bloom's Taxonomy*LD1. Cognitive Domain[ ]  Knowledge[ ]  Analysis[ ]  Comprehension[x]  Synthesis[x]  Application[ ]  EvaluationLD2. Affective Domain[ ]  Receiving Phenomena[x]  Responding to Phen…[x]  Valuing[ ]  Organization[ ]  Internalizing valuesLD3. Psychomotor Domain[ ]  Perception[ ]  Mindset[x]  Guided Response[x]  Mechanism[x]  Cmplx Ovrt Rspnse[x]  Adaptation[ ]  Origination | **Differentiated Learning***Gardner’s Theory of Multiple Intelligences*[x]  DL1. Auditory[x]  DL2. Visual/Spatial[x]  DL3. Kinesthetic[ ]  DL4. Logical/Math[x]  DL5. Verbal/Linguistic[x]  DL6. Musical[ ]  DL7. Intrapersonal[ ]  DL8. Interpersonal[ ]  DL9. Naturalistic |

**MATERIALS**

*Any impermanent fixture, or lesson-specific material. When including repertoire, list title, composer, and publisher.*

**PRE-SET**

*Any set-up that needs to be done before the lesson begins.*

**PROCEDURE**

*A step-by-step plan for achieving your lesson objective(s).*

*Vocal Warm-ups & Instruction*

**OBJECTIVE(S) :***“The student will be able to…”*

1.

2.

3.

4.

5.

6.

**ASSESSMENT:** *How will you determine whether or not they met your objective(s) for this portion of the lesson? In general, for each Objective Statement, have a corresponding Assessment Statement.*

*Musicianship*

**OBJECTIVE(S) :***“The student will be able to…”*

1.

2.

3.

4.

5.

6.

**ASSESSMENT:** *How will you determine whether or not they met your objective(s)? In general, for each Objective Statement, have a corresponding Assessment Statement.*

*Rehearsal of [TITLE]*

**OBJECTIVE(S) :***“The student will be able to…”*

1.

2.

3.

4.

5.

6.

**ASSESSMENT:** *How will you determine whether or not they met your objective(s)? In general, for each Objective Statement, have a corresponding Assessment Statement.*

*Rehearsal of [TITLE]*

**OBJECTIVE(S) :***“The student will be able to…”*

1.

2.

3.

4.

5.

6.

**ASSESSMENT:** *How will you determine whether or not they met your objective(s)? In general, for each Objective Statement, have a corresponding Assessment Statement.*

*Rehearsal of [TITLE]*

**OBJECTIVE(S) :***“The student will be able to…”*

1.

2.

3.

4.

5.

6.

**ASSESSMENT:** *How will you determine whether or not they met your objective(s)? In general, for each Objective Statement, have a corresponding Assessment Statement.*

**ACCOMODATING SPECIAL LEARNERS**

*Physical, emotional, sensory, and learning disabilities. Cultural and socioeconomic barriers (including language). Advanced students.*