

## Lesson Plan Template

Ben Lee

<b>Grade:</b> 9 or 10	<b>Subject:</b> Music (Jazz Band)
<b>Materials:</b> Musical Instrument, Music Staff Paper	<b>Technology Needed:</b> Audio Technology (Speakers + Computer), Piano App, <b>Message Board (like Canvas discussion)</b>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li style="width: 50%;">🍏 Direct instruction</li> <li style="width: 50%;">🍏 Peer teaching/collaboration/cooperative learning</li> <li style="width: 50%;">🍏 Guided practice</li> <li style="width: 50%;">🍏 Visuals/Graphic organizers</li> <li style="width: 50%;">🍏 Socratic Seminar</li> <li style="width: 50%;">🍏 PBL</li> <li style="width: 50%;">🍏 Learning Centers</li> <li style="width: 50%;">🍏 Discussion/Debate</li> <li style="width: 50%;">🍏 Lecture</li> <li style="width: 50%;">🍏 Modeling</li> <li style="width: 50%;">🍏 Technology integration</li> <li style="width: 50%;">🍏 Other (list)</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li style="width: 50%;">🍏 Large group activity</li> <li style="width: 50%;">🍏 Hands-on</li> <li style="width: 50%;">🍏 Independent activity</li> <li style="width: 50%;">🍏 <b>Technology integration</b></li> <li style="width: 50%;">🍏 <b>Pairing/collaboration</b></li> <li style="width: 50%;">🍏 Imitation/Repeat/Mimic</li> <li style="width: 50%;">🍏 Simulations/Scenarios</li> <li style="width: 50%;">🍏 Other (list)</li> </ul> Explain:
<b>Standard(s):</b> MU:Cr1.1.E.II a. Improvise and compose musical ideas for short arrangements/compositions for specific purposes.  <b>ISTE 2b:</b> Students engage in positive, safe, legal, and ethical behavior when using technology including social interactions online or when using networked devices.	<b>Differentiation</b> <b>Below Proficiency:</b> Student did not put forth effort in writing a solo w/ classmate & student did not attempt to improvise a solo. <b>Student did not post comments/reply on message board.</b>  <b>Above Proficiency:</b> Student writes an exceptional blues solo w/ classmate and is prepared to play it without much error. Then, the student improvises a meaningful and tasteful blues solo. <b>Student posts/replies constructive and positive comments on the message board that relates directly to jazz improvisation.</b>  <b>Approaching/Emerging Proficiency:</b> Student put forth effort w/ classmate to write an effective blues solo, but did not use correct scale/notes. Student attempts to improvise, but does not play with the correct blues scale. <b>Student post/replies on message board but the subject matter doesn't express critical thinking.</b>  <b>Modalities/Learning Preferences:</b> Auditory. Reading/Writing (sheet music)
<b>Objective(s):</b> Students will, by the end of 9th grade Jazz Ensemble Class, play a self-composed solo and a completely improvised solo on a 12 bar blues. These 12 bar solos could later be used in the semester's repertoire. Collaboration with peers will be encouraged for the self-composed solo. <b>Students will also communicate on a message board to discuss what they liked about the project and give constructive feedback to peers.</b>  <b>Bloom's Taxonomy Cognitive Level:</b> Create, Apply, Remember	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> No playing instruments or talking when the teacher is talking. Listen inventively. Collaborate with healthy communication.
<b>Classroom Management- (grouping(s), movement/transitions, etc.):</b> Students sit in their typical jazz setup, until instructed to partner up with a classmate.	(This cell is merged into the Behavior Expectations cell above)
<b>Minutes</b>	<b>Procedures</b>
5	<b>Set-up/Prep:</b> Get the computer and speakers ready to play a video with sound. Have blank 12 bar blues music sheets ready for students with their respected instrument (transposition).
10	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <b>Pre-Assessment -</b> Writing prompt on the board for students to answer verbally at the beginning of the activity: How do you think musicians make incredible music without being able to read sheet music?  <b>QUESTION 1:</b> Have you ever heard an improvised solo that inspired you or made you want to go play your instrument? - (Knowledge & Getting Attention) Introduce the students to a jazz blues progression by playing a video of Miles Davis playing an effective blues solo.  <b>QUESTION 2:</b> Ask the students why they liked the solo and explain to them why it is tasteful and effective (Playing a ton of notes doesn't equate to a good solo) - (Analysis & Higher Level Thinking) <b>Instruct students to post their comments about the Miles Davis solo on a message board and reply to one other peer in a positive manner.</b>

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15	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b> Explain the form of a <u>12 bar blues</u>. Explain the <u>blues scale</u> and which one to use over this specific set of <u>chord changes</u>. Instruct the students about the overall goal of the assignment which is to be able to collaborate on a <u>written 12 bar solo</u> and be able to <u>improvise</u> on the same chord changes. The lesson will be ongoing and the assessment/performance won't take place on the same day as this first lesson. The students may need a piano or piano phone app to assist them with composing the written solo. Before collaborating, the students play through the blues scale as a band to get familiar with it. <b>QUESTION 3: What is the form of a 12 bar blues? - (Comprehension &amp; Recalling Specific Information)</b></p> <p><b>QUESTION 4: Did you all write down your specific blues scale to use? - (Application &amp; Managing)</b></p> <p>*underlined terms would be explained in great detail*</p>		
20	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Students collaborate with a fellow classmate for the written portion of the solo. The students experiment with trial and error by playing phrases and rhythms with their instruments. They would receive direct feedback from their partner and teacher. Answer any questions the students may have. <b>QUESTION 5: Why do certain notes sound better than others over this blues progression? (Diagnosing &amp; checking &amp; Synthesis)</b></p> <p><b>QUESTION 6: Now that we have gone over the basics of blues improvisation, would you guys be able to justify what makes an effective jazz solo? (Structuring &amp; Redirecting Learning &amp; Evaluation)</b></p>		
5	<p><b>Review (wrap up and transition to next activity):</b> Let the students know when the assignment/performance will be due and also let them know that making an attempt at this assignment will be enough for a reasonable grade. Answer any more questions. Wrap up the daily lesson by showing another effective jazz solo and explain why its so great. Play music over the speakers as students get ready for their next class. <b>Instruct students to post their favorite/least favorite part of this project so far on the message board. Along with this instruct them to find a jazz composition they like, post a link, and explain why they like it.</b></p> <p><b>QUESTION 7: What do you like best about jazz improvisation? (Allowing Expression of Affect &amp; Analysis)</b></p>		
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<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          Nick feedback - I would give out a set of written out examples of blues scale patterns build their solo off of. may be to advanced for 9th grade.</p>			