

## Lesson Plan #2

This following lesson is intended to be taught to 10th graders. In this lesson, I plan on teaching students how to interpret what music is trying to express and reflect. To teach this lesson, I would need a computer projector with audio and a Spotify account or way of listening to music. The instructional strategies for this lesson I would use include direct instruction, guided practice, and lecture. The guided practices and concrete application I would utilize would be independence activity and technology integration. Independently, students would select music on their own with the help of spotify, or other music streaming service, and then write how the song connects with specific experiences and understandings. In the words to follow, I will define the standard that this lesson is geared towards and provide a plan on how students can achieve the content in this standard.

Music standard MU:Re7.1.E.III from nd.gov says to select music to experience explaining connection to personal interests, experiences, understandings, and purposes. The overall objective of this standard is to teach students how music is more than just something we hear. It is a major way to communicate feelings, emotions, experiences, and world events just to name a few. This lesson falls into the #2-understanding, and #4-analyzing levels of Bloom's Taxonomy Cognitive Theory. To teach this lesson I would use most of the class time as a lecture period to play music and then ask students what they think the music is trying to say. I would model a correct response and we would repeat this process until the students have a grasp of it. I will now describe the procedural timeline of teaching this lesson.

In the setup portion, I will get the lecture slides and music examples ready and ask the students how each piece of music makes them feel. To engage the students, I will play varying

styles of music, from classical to hip hop, so that they can understand that all types of music reflect some sort of purpose. I would even ask students to volunteer to play some of their favorite songs (clean versions haha) and then I would model how to respond and analyze the musical expression in a studious way. Next I would explain the assignment that would be due a week from then. This would be to find 5 different pieces of music of varying styles and 1) describe how they make you feel. 2) what is the music trying to express? 3) what parts of the music make this connection apparent. To wrap this lesson up I would model a couple more musical examples and answer any questions the students may have.

To accommodate this lesson for the visually impaired, I would have him/her work with a partner to select his/her musical pieces. Most of this lesson requires audible strength which should be quite adaptable for the visually impaired. When explaining the lesson/assignment I'd make sure to articulate and verbalize everything.

Lesson Plan Template

Grade: 10 <sup>th</sup>		Subject: Music
Materials: Speakers, Spotify		Technology Needed: Spotify, Projector w/ audio
<b>Instructional Strategies:</b> <input checked="" type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input checked="" type="checkbox"/> Simulations/Scenarios <input checked="" type="checkbox"/> Other (list)
Standard(s) MW: Re 7.1.E.III Select music to experience explaining connection to personal interests, experiences, understandings, and purposes.		<b>Explain:</b> Students will select music on their own with the help of the internet. They will then write how the song connects with experiences + understandings.
<b>Objective(s)</b> Teach students how music reflects experiences, understandings and purposes Bloom's Taxonomy Cognitive Level: 4 - analyzing, 2 - understanding		
<b>Classroom Management-</b> (grouping(s), movement/transitions, etc.) - Students seated - Lecture		<b>Differentiation</b> Below Proficiency: student not being able to connect music to experiences + imagery Above Proficiency: Student is able to connect music with 5 different understandings. Approaching/Emerging Proficiency: Student is able to connect music with 3 different understandings. <b>Modalities/Learning Preferences:</b> Musical, Auditory
<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - Participate when asked - Be attentive		
Minutes	Procedures	
2	Set-up/Prep: - get the lecture slides and music examples ready - Have students take their seats	
15	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest / generate questions, etc.) - Play varying styles of music over the speakers, - Ask the students how each piece of music makes them feel.	
15	Explain: (concepts, procedures, vocabulary, etc.) - Explain to the students how music can connect understandings, experiences, purposes, and personal interests. - It can do this through lyrics, harmony (major/minor)	
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) - Explain the assignment - Find 5 different pieces of music and 1) describe how they make feel 2) What is the music trying to express 3) What parts of the music make this connection	
8	Review (wrap up and transition to next activity): - Allow students to play some of their favorite songs - Model how to analyze the connections to real life understandings	
Formative Assessment: (linked to objectives) Progress-monitoring throughout lesson- clarifying questions, check-in strategies, etc.		Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:
Consideration for Back-up Plan:		

**Lesson Plan Template**

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

### Adapting for disability: Visual Impairment

I would adapt this lesson/assignment for the visually impaired by having them work with a partner to select their musical pieces. Most of this lesson requires audible strength which should be quite adaptable for the visually impaired. When explaining the lesson/assignment I'd make sure to articulate and verbalize everything.

