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.

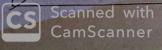
In the setup portion, I will get the lecture slides and music examples ready and ask the students how each piece of music makes them feel. To engage the students, I will play varying

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.

Ben Lee

		n Template	
Grade:	10th	Subject: Music	
Materials: 5 Beality's S. O. C.		Technology Needed: Spotity, Projector w/ audio	
Direct Guide Socrat Learn Lectu	nal Strategies: instruction d practice tic Seminar ing Centers re ology integration nal Strategies: Peer teaching/collaboration/ cooperative learning Visuals/Graphic organizers PBL Discussion/Debate Modeling	Guided Practices and Concrete Application: Large group activity Independent activity Pairing/collaboration Simulations/Scenarios Other (list) Explain: Stylents will select music on their own with the left of the internet. Then will the write thou the long of the internet. Differentiation Below Proficiency: Music of Selections in the control of t	
experience Objective Copperience Copperience Bloom's Ti	s)MU:ReT.1.E.111 Select Music to explaining Connection to personal interests: explaining Connection to personal interests: explaining Connections, and perposes. (5) Teach studings and perposes axonomy Cognitive Level: 2 - understanding - analyzing	Above Proficiency: Struct is able to concert mose with 6 life Approaching/Emerging Proficiency: Struct is able to concert music with 3 d.f. Modalities/Learning Preferences: Mosteal, Additony	
Classroom Management (grouping(s), movement/transitions, etc.) _ Styles 18 Secretal - Lecture		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - Rechicipate when asked - Be a Herrica	
Minutes		Procedures	
2		o/Prep:- Get the lecture slides and music examples ready	
15	ngage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) - fly varying styles of mux: ever the speakers, - Ask the stylints how each piece of muxic makes then feel.		
15	- Have shelets take their eachs lage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) - fly varying sheles of music over the speakers - Ack the shelets how each piece of music makes then feel. Islain: (concepts, procedures, vocabulary, etc.) - Explain to the shelets how music metal understandings, experiences, purposes, and personal interests. - It can do this thereof byries, hirainic (migr / minor)		
10	Explore: (independent, concreate practice/application with relevant learning task-connections from content to real-life experiences, reflective questions- probing or clarifying questions) - Explain the assignment Find 5 distarcit pices of music and bescribe how they make feel 2) What is the music train to explain		
Progres	Assessment: (linked to objectives) Assessment throughout lesson-clarifying check Check Check Assessment (linked back to objectives) End of lesson:		
	eration for Back-up Plan:	If applicable- overall unit, chapter, concept, etc.:	



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

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