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| **Music Lesson Plan Form** |

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| **Teacher: Sue Doiron** | **Class/Course: General Music** | **Grade Level:  6,7,8** |

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| **A. National Music Standards (indicate which standards are associated with this lesson)**  <http://www.nafme.org/my-classroom/standards/>   1. Creating: MU:Cr1.1.6, MU:Cr3.2.6 2. Performing: MU:Pr5.1 3. Responding   Include one or more Core Standards that the lesson focus include:   * [Core Music Standards (PK-8 General Music)](http://www.nafme.org/wp-content/files/2015/05/Core-Music-Standards-PK-8-Strand.pdf) * [Core Music Standards (Composition/Theory)](http://www.nafme.org/wp-content/files/2015/05/Core-Music-Standards-Composition-Theory-Strand.pdf) * [Core Music Standards (Music Technology)](http://www.nafme.org/wp-content/files/2015/05/Core-Music-Standards-Technology-Strand.pdf) * [Core Music Standards (Guitar/Keyboard/Harmonizing Instruments)](http://www.nafme.org/wp-content/files/2015/05/Core-Music-Standards-Guitar-Harmonizing-Instruments-Strand.pdf) * [Core Music Standards (Ensemble)](http://www.nafme.org/wp-content/files/2015/05/Core-Music-Standards-Ensemble-Strand.pdf) |
| **B. Optional:** **List your state standards that are addressed in this lesson**  same as above |
| **C. Indicate the TI:ME Technology Areas of Competency that are addressed in this lesson**  [**https://ti-me.org/index.php/home/tapsu.html**](https://ti-me.org/index.php/home/tapsu.html)   1. Music Instruction Software- Noteflight 2. Computer Music Notation 3. Multimedia Development 4. Productivity Tools, Classroom and Lab Resources 5. Electronic Music Production- digital recorder 6. Live Sound Reinforcement |
| **D. Objective(s):** as a result of this lesson students will know and/or be  able to…   1. Objective 1: Students will be able to create an original composition in ABA form following the requirements of the form as explained in the project. 2. Objective 2: Students will learn to play their original song on either guitar or keyboard and have the opportunity to make any changes to their composition they feel necessary. 3. Objective 3 : Once students are ready, they will perform their original composition for the teacher and be scored on it based on the performance rubric we use on a regular basis. |
| **E. Required Prior Knowledge and Skills:**  *What must the students know or have experienced prior to this lesson?*  Students will need to understand the note names and where they are located on the treble staff, the concept of octaves, rhythm, values for half, quarter and eighth notes and rests, terms measure, bar line, double bar line, time signature (what them are and what they tell the musician) and be familiar with the Noteflight site and how it works. |
| **F. Materials, Repertoire, Equipment needed:**  *What materials do you need to accomplish this lesson?*  a chrome book for each student, a sufficient number of keyboards and guitars for students to choose to use, lesson directions, performance rubric, composing rubric |
| **G. Modifications/ Accommodations:**  *(for example: peer partners, visuals, preferential seating, frequent individual check-in)*  directions need to be translatable into several languages (Google Doc)  frequent individual check-ins  class-generated model of a composition in ABA form posted in the classroom |
| **H. Assignments:**  *What must the students do after the class in preparation for the next class?*  Students will have a notebook where they can keep track of their ideas for this piece outside of class.  They are expected to write these ideas down so they can then incorporate their ideas into their composition. |
| **I. Evaluation**  *(optional: include a grading rubric*[***http://rubistar.4teachers.org/index.php***](http://rubistar.4teachers.org/index.php)***)***  Students will be evaluated twice: once for their composition and once for their performance of the composition. |

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| **J.  Lesson Sequence**  (indicate the sequence of activities and the estimated time of each; include and screen shots and hyperlinks that you will reference in the  lesson) |

Activity 1:  Create a 24- measure composition in ABA form

Remember: Section A is the original melody

Section B is either a variation of the original melody or totally different

Section A is the original melody (again)

Be sure to include the following elements in your composition

* time signature
* section labels (A,B,A- use the chord function)
* Half notes, quarter notes, eighth notes
* Half rests, quarter rests, eighth rests

Activity 2: Once you have written your composition, learn to play it.

Be sure your notes and rhythms are performed accurately.

If you decide you want to change something in your composition, this is the time to do it.

Activity 3:  When you are ready, play your composition for the teacher and a score.

Option:  you may record yourself playing your composition if you want to

A screenshot of a social media post

Description automatically generated