

# Lesson Plan

Subject:

Teacher: Devin White

Date:

School: High School

Content/Strand Area:

Grade Level(s):

Classroom Type:

## Objectives:

NCSCOS

### Student Friendly

- To listen and follow along with music
- To sight read The Stars and Stripes Forever

Time	Procedure	Materials
	<p>Anticipatory Set/Class Starter</p> <p><i>What activity will be done to focus you students attention and aid in transition</i></p> <p>Introduce the piece and ask the students of their background on the piece.</p> <ul style="list-style-type: none"> <li>• Have you heard it before?</li> <li>• Have you played it before?</li> <li>• What do you associate it with?</li> </ul>	<p>The sheet music/score</p> <p>Instruments</p>
	<p>Lesson Connections, Concept Vocabulary, and Objective Review</p> <p><i>What will be done to connect this lesson with previous lessons; What vocabulary is critical and central to the lesson, including how it will be reviewed; The presentation of the lesson objectives</i></p>	
	<p>Presentation of New Material</p> <p><i>A description of the instructional technique and instructional procedures, including input, modeling, and checking for understanding</i></p> <p>Play at least one different recordings of the piece while following along with the music and fingerings.</p> <ul style="list-style-type: none"> <li>• Compare what they have heard before to what the students are now hearing.</li> <li>• Compare what you are hearing in the recording to the actual notes in the arrangement.</li> <li>• Answer questions on notes/techniques/alternate fingerings.</li> </ul>	<p>Recording(s) of the piece</p>
	<p>Guided Practice with Corrective Feedback</p> <p><i>What will the students be doing to demonstrate comprehension; Describe what supervision, teacher intervention, and assessment will look like</i></p> <p>Taking in consideration the recording and discussion of recording, play through the entire piece at a slower tempo if possible and trying not to stop.</p> <ul style="list-style-type: none"> <li>• No stops give the students an idea of what they sound like in comparison to what they have heard.</li> </ul>	
	<p>Independent Practice with Guided Feedback</p> <p><i>How will students independently demonstrate concept and/or strategy mastery; how will questions/problems be decontextualized to reinforce generalization; *If done as homework, address these issues below</i></p> <p>Rehearse by sections depending on what passages had the most difficulties during which the sections who are not playing will silently finger along to a particular passage that might be difficult. This will allow students to be prepared when you are ready to rehearse their particular section.</p>	

	<p>Lesson Review</p> <p><i>What concepts and procedures need to be reiterated and what procedures will be followed</i></p>	
	<p>Closure and Objective Review</p> <p><i>How is the lesson concluded and how is comprehension assessed to aid in transition</i></p>	
Differentiation Strategies	<p><i>What can be done differently with this lesson to meet the needs of students that are demonstrating difficulty with comprehension; what modifications to instruction, guided practice, and independent practice could be done to meet the unique needs of the students</i></p>	
Homework/Independent Practice *		
Notes		