Esperanza Formal Lesson Plan Format

**Date: 8-24-31-15 Class/subject: Music 5th 6th Teacher: DeWaay**

**Performance Objective: Music Objective: S1-C4-P.O.1: Compose short pieces using standard musical notation.**

*I can use notes in notation and compose a two measure rhythm using common time*

**ELL Language Objective: Same as Above**

**Key Vocabulary: rhythm, notes(whole half quarter 8th) beat**

**Bloom’s Taxonomy Level: Application- Costa-output**

**Essential Questions: What is beat? What is rhythm? What are the counts? If I changed the counts how would it change the rhythm? Why are we using non pitched instruments? What is a measure? How is it divided?**

**Anticipatory Set: Review notes (play various rhythms using instruments**

* **Congruent to objective-rhythm patterns, non pitched instruments**
* **Active participation- everyone creates a rhythm with the different groups of instruments**
* **Past experience Must know the notes used in notation and beat counts**

**Direct Instruction:  
(Include Instructional Strategies)**

**Modeling-show counting on board and clap together and create notes with pipe cleaners.**

**Check for understanding- Play parts with non pitched instruments**

**Ms. Carrillo/08/29/2014**

**Guided Practice-students make notes and put on floor and separate with popsicle sticks having each measure in common time. Each student composes two measures and claps out.**

**Checking for understanding:-Students count out and play on own**

**Independent Practice- Create on rhythm using sticks and pipe cleaners**

**Checking for understanding: Play for group and have classmates play it.**

**Active Participation: All play each others’ rhythm**

* **ALL the Students**

**All the Time**

**(Covert/Overt/Combination)**

**Closure:**

* **Congruent to the objective-notes beat/rhythm**
* **Active participation Pair Share on various rhythms**
* **Past experience-beat/rhythm counting notes**
* **Student summary-Critique each others’ rhythm**

**Assessment: Performance task-All student writes their composed rhythm on paper.**

**The Model Product:- All will have written compositions correctly rhythmic in common time and able to play with non pitched instruments.**

**Examples:**

**Informal-exit tickets**

**Formal-formative assessment**

**When planning lessons, think about the BEST Rubric Teaching Standards Assessment Rubric.**