

Lesson Plan Template

Grade: 11 th		Subject: Basic Music Theory
Materials: A recording of Mozart's theme and variations as well as the sheet music as well. Other recordings as well for students to listen to		Technology Needed: Access to a computer with internet so students can access flat.io (basically google drive for sheet music)
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)
Standard(s) 12.4.2 Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.		Differentiation Below Proficiency: Students cannot work together and butt heads so that nothing gets accomplished Above Proficiency: Students are able to come up with a theme and variation within two class periods Approaching/Emerging Proficiency: Students are able to work together in a group and contribute to the discussion about theme and variation Modalities/Learning Preferences: Musical and Composing
Objective(s) Students will work in groups to create a theme and variation on the website flat.io Bloom's Taxonomy Cognitive Level: Compose, Collaborate, Create		
Classroom Management- (grouping(s), movement/transitions, etc.) The lesson starts out as a group discussion based on what the teacher is presenting to the students. After instructions on the assignment, students will then break off into groups and work on the assignment together while the teacher walks around the room to see how the students are doing.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will work together on the assignment
Minutes	Procedures	
	Set-up/Prep: Recordings and scores are already pulled up so there is no lull between pieces.	
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Begin by playing the theme and variations by Mozart with the sheet music pulled up for all the students to see. Questions to ask... “Does anyone recognize the theme?” (it is twinkle twinkle little star) “What does theme and variation look like to you?” “What are some differences and similarities between the variations?” Show students some more examples of theme and variation to give them a better understanding of the concept. Questions to ask... “What kinds of instrumentation are in the music?” “How is the instrumentation used to change the theme?” Instruct students on the concept of theme and variation and what to look for in them and what can be used for a variation (key change, rhythm change, melody change...)	
	Explain: (concepts, procedures, vocabulary, etc.) Project Instructions Students will be placed into groups by me (the teacher... at least three per group) The group will choose between these songs: Amazing Grace, Shenandoah, Go Tell Aunt Rhody, and My Country 'Tis of Thee (Original lead sheet will be provided to students for a reference) Students will pick their own instrumentation (at least three instruments) to use in the piece The theme will be collaborative for the students (basically they will arrange the original piece for their instrumentation) Each student will then pick an idea for their variation (key change, melody change, rhythm change...) and separately come up with their own variation Once the group is ready, they will put their theme and variation into flat.io in the order they want it to be in Once they have put everything in, the students will discuss what they liked about what their group did and make changes that they think will help make the variations better	
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will have a few class periods to work on this project so that they do not have to find time outside However, once they have put everything into flat.io, they will then be able to work through the website through the chat that is offered on the website With this project, students will have a better understanding of theme and variation by applying it to an actual piece	

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	<p>Review (wrap up and transition to next activity): Bring them back together and review what they learned about Theme and Variation Questions to ask... “What was the hardest part about starting this project?” “What was the easiest part about starting this project?” “Does working together to come up with a theme difficult or easy?”</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. The presentation of their project</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Discussion about theme and variation and what they found difficult and what they found easy</p> <p>If applicable- overall unit, chapter, concept, etc.: Theme and Variation</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	