

**Music Ensemble Lesson Plan Template**

**Erase red text and gray text boxes.**

Teacher: Your name

Grade(s)/Name/Type: 6th-7th Grade Choraliers (choral performance ensemble; conducted)

Date of Lesson: MM/DD/YYYY

Lesson: #      out of

Start & End time       to       No. of minutes

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Standards and Processes (Checklist) Copy and paste checked boxes to appropriate locations. | | | |
| **National Music Standards (1994)**  NS1. Singing…  NS2. Performing on instruments…  NS3. Improvising…  NS4. Composing…  NS5. Reading & notating...  NS6. Listening, analyzing, describing…  NS7. Evaluating…  NS8. …relationships between music, the other arts, and disciplines outside the arts.  NS9. …history & culture | **National Music Standards (2014)**  *“Common Core”*  CC1. Creating   * *Imagine* * *Plan & Make* * *Evaluate & Refine* * *Present*   CC2. Performing   * *Select, Analyze, & Interpret* * *Rehearse, Evaluate, & Refine* * *Present*   CC3. Responding   * *Select* * *Analyze* * *Interpret* * *Evaluate*   CC4. Connecting   * *Knowledge & Personal Experience* * *Contextual Understanding* | **Learning Domains**  *Bloom's Taxonomy*  LD1. Cognitive Domain  Knowledge  Analysis  Comprehension  Synthesis  Application  Evaluation  LD2. Affective Domain  Receiving Phenomena  Responding to Phen…  Valuing  Organization  Internalizing values  LD3. Psychomotor Domain  Perception  Mindset  Guided Response  Mechanism  Cmplx Ovrt Rspnse  Adaptation  Origination | **Differentiated Learning**  *Gardner’s Theory of Multiple Intelligences*  DL1. Auditory  DL2. Visual/Spatial  DL3. Kinesthetic  DL4. Logical/Math  DL5. Verbal/Linguistic  DL6. Musical  DL7. Intrapersonal  DL8. Interpersonal  DL9. Naturalistic |

**MATERIALS**

*Any impermanent fixture, or lesson-specific material. When including repertoire, list title, composer, and publisher.*

**PRE-SET**

*Any set-up that needs to be done before the lesson begins.*

**PROCEDURE**

*A step-by-step plan for achieving your lesson objective(s).*

*Vocal Warm-ups & Instruction*

**OBJECTIVE(S) :***“The student will be able to…”*

1.

2.

3.

4.

5.

6.

**ASSESSMENT:** *How will you determine whether or not they met your objective(s) for this portion of the lesson? In general, for each Objective Statement, have a corresponding Assessment Statement.*

*Musicianship*

**OBJECTIVE(S) :***“The student will be able to…”*

1.

2.

3.

4.

5.

6.

**ASSESSMENT:** *How will you determine whether or not they met your objective(s)? In general, for each Objective Statement, have a corresponding Assessment Statement.*

*Rehearsal of [TITLE]*

**OBJECTIVE(S) :***“The student will be able to…”*

1.

2.

3.

4.

5.

6.

**ASSESSMENT:** *How will you determine whether or not they met your objective(s)? In general, for each Objective Statement, have a corresponding Assessment Statement.*

*Rehearsal of [TITLE]*

**OBJECTIVE(S) :***“The student will be able to…”*

1.

2.

3.

4.

5.

6.

**ASSESSMENT:** *How will you determine whether or not they met your objective(s)? In general, for each Objective Statement, have a corresponding Assessment Statement.*

*Rehearsal of [TITLE]*

**OBJECTIVE(S) :***“The student will be able to…”*

1.

2.

3.

4.

5.

6.

**ASSESSMENT:** *How will you determine whether or not they met your objective(s)? In general, for each Objective Statement, have a corresponding Assessment Statement.*

**ACCOMODATING SPECIAL LEARNERS**

*Physical, emotional, sensory, and learning disabilities. Cultural and socioeconomic barriers (including language). Advanced students.*