

<b>Teacher</b>	Loughran	<b>Subject</b>	Music 7/8	<b>Periods</b>	3 and 4
<b>Unit/Chapter</b>	2	<b>Grades</b>	7 and 8	<b>Date</b>	4/11-4/15

**Essential Question: What big question will students be able to answer when this unit/lesson is completed?**

How do people create music?

**Guiding Questions: What smaller questions will guide students to an understanding of the essential question?**

<b>GQ 1</b>	What are instruments used to create music?
<b>GQ 2</b>	What are the musical elements used to create music?
<b>GQ 3</b>	Is there good and bad music?
<b>GQ 4</b>	What is music and what is noise?
<b>GQ 5</b>	
<b>GQ 6</b>	
<b>GQ 7</b>	
<b>GQ 8</b>	

**Student Friendly Objectives or "I Can" Statements to Be Displayed**

<b>1</b>	I can analyze music with 80% accuracy
<b>2</b>	I can
<b>3</b>	I can
<b>4</b>	I can
<b>5</b>	I can
<b>6</b>	I can
<b>7</b>	I can
<b>8</b>	I can

**Lesson Procedures: Explain the steps you will be using to engage students with the content as you teach these objectives and gradually release responsibility for the learning to students.**

	<b>Day 1</b>	<b>Day 2</b>
<b>Anticipatory Set: How will you create interest and relevance for your students?</b>	Bell Ringer: Students will compose rhythms and then share their rhythms with the class for the class to analyze and evaluate, Students will make corrections based on rubric	Bell Ringer: Students will compose rhythms and then share their rhythms with the class for the class to analyze and evaluate, Students will make corrections based on rubric
<b>1. Modeling or Focused Instruction</b>	Analyzing music via listening and making inferences	Students will complete "add it up" a rhythm review and note value worksheet aligned to math courses
<b>2. Guided Practice</b>	Teacher will demonstrate how to brainstorm and make inferences on sheet music and then students will interpret and analyze the piece of music	Teacher will demonstrate song and warm ups on recorder, students will follow
<b>3. Independent Practice or Collaboration</b>	Students will brainstorm, analyze, and decide on an aesthetic to classical, jazz, or popular music	Students practice examples on recorder for pass off, if finished early they will compose music
<b>4. Application or Independent Work</b>		
<b>Closure Activities: How will you recap the lesson?</b>	Exit Ticket	Exit Ticket -- Performance Assessment

Day 3		Day 4
<b>Anticipatory Set: How will you create interest and relevance for your students?</b>	Bell Ringer: Students will compose rhythms and then share their rhythms with the class for the class to analyze and evaluate, Students will make corrections based on rubric	Bell Ringer: Students will compose rhythms and then share their rhythms with the class for the class to analyze and evaluate, Students will make corrections based on rubric
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<b>Closure Activities: How will you recap the lesson?</b>	Exit Ticket	Exit Ticket -- Performance Assessment
Day 5		Reflection
<b>Anticipatory Set: How will you create interest and relevance for your students?</b>	Bell Ringer: Students will compose rhythms and then share their rhythms with the class for the class to analyze and evaluate, Students will make corrections based on rubric	What went well? What needs to be revisited?
<b>1. Modeling or Focused Instruction</b>		
<b>2. Guided Practice</b>		
<b>3. Independent Practice or Collaboration</b>	Weekly Quiz, Graded then Passed Back for Data Analysis	
<b>4. Application or Independent Work</b>		
<b>Closure Activities: How will you recap or summarize the lesson?</b>		
<b>Instructional Strategies: From the dropdown boxes choose all high-yield instructional strategies that apply to your lesson.</b>		
Identifying similarities and differences		
Nonlinguistic representations		
Summarizing and note taking		
<b>Formative Assessment: How will you check for understanding during instruction? (could include a pretest if applicable)</b>		<b>Summative Assessment: How will you know if students have learned the content? (could include a post test if applicable)</b>
Visual and Aural Assessment, Exit Tickets, Pre-Test		Weekly Quiz

Interventions		Describe how you will reteach using new instructional strategies, addressing all learning styles, changing resources, and/or involving students in collaborative or cooperative learning.		GT Modifications		IEP and 504 Modifications	
Tier I Instruction: When less than 80% of your students are not successful, how will you reteach the lesson?		I will provide another learning example in a kinesthetic or visual way to try and meet the needs of the students. I will re-teach or reinforce the lesson on the following day		Alternate projects, Modified Rubrics		Modified Rubrics, Longer time to complete assignments, different grading scale, modified quizzes and tests.	
Tier II Instruction: How will you help the 15-20% of students who are still struggling?		I will divide the class into groups and those who were not fully understanding the material will work with me. I will also try to split the students up based on skill that way there are student leaders leading the students who are having some trouble with the material					
Tier III Instruction: How will you help the 3-5% of students who are still struggling?		I will meet with them in advisory or after school to review the material. I will make parent logs and document which parents that I have spoken too in order to take the necessary steps to ensure that students know the material					
Materials Needed: What materials will students need? What materials will the instructor need?			Classwork: What work will be produced?		Homework: What practice or reinforcement will students do at home?		
Youtube, Library, Computer Lab			Listening Examples, Quiz		Monday: Tuesday: Wednesday: Thursday: Friday:		
<b>Vocabulary: What new content terms will be taught with this lesson?</b>							
Music		Noise		Dynamics		Tempo	
Texture		Instrumentation					
<b>Interdisciplinary Connection</b>			<b>Daily Beginning Routine</b>		<b>Daily Ending Routine</b>		
Science		x		Find Folder and Seat, Bell Ringer, Award Class and individual points for being on time and in their seat starting bell ringer		Exit Tickets, Hand Folders In	
English							
Math							
Social Studies							
<b>Common Core State Standards</b>				<b>Arkansas Frameworks</b>			
		CCRA.R.7		P.4.8.3		Recognize musical texture: homophonic, monophonic,	

		P.4.8.4	Select music of contrasting styles to perform for a specific purpose and/or context, using personally-developed criteria, explaining the influence of expressive elements and technical
		R.7.8.2	Compare the relationship between expressive elements and the elements of music to the structure of the music within musical programs
		R.7.8.3	Defend personal responses to programs of music, citing evidence from the music as support
		R.8.8.1	Defend personal interpretations of contrasting programs, considering either the creators' or performers' application of the expressive elements to convey expressive intent within
		R.9.8.1	Apply independently-generated criteria to evaluate personal preferences of music
		CN.10.8.1	Appraise individual experiences and other influences that provide context for personal musical work and impact personal musical performance
		CN.11.8.1	Identify complex connections among music, other fine arts, and disciplines outside the arts, at the appropriate grade level
		CN.11.8.2	Analyze music from various cultures, historical periods, and/or events
		CN.11.8.2.3	Investigate career opportunities in music fields (e.g., business, education, performance, music therapy, technology)