

1. Teacher Name: Sharee Jorgensen Date: 1/15/16 Plan Duration: 1 class period, 60 minutes		2. Course/Content/Grade: Band II			
		3. Unit/Topic/Module: Standard 1, Objective 3, Rhythm 4			
4. Core Standard(s): Standard 1, Objective 3: Demonstrate notational literacy. A: Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. B: Perform correct pitch and rhythm while sight-reading.		5. Essential Vocabulary: Rhythm, Dotted notes & rests, Time signature, Tempo			
6. Lesson Objective(s):		7. Interdisciplinary Connections: Shared vocabulary: Fractions, Strong Beat, Weak Beat Phrase			
8. Materials and Technology needed to enhance learning:					
9. Assessment for student learning (Formative): Performance assessment in small groups and/or individual students from prepared pieces and sight-reading material. Observe Rhythmic notation					
	WHAT THE TEACHER DOES:	WHAT THE STUDENT DOES:		HOW STUDENTS SHOW THE TEACHER WHAT THEY KNOW:	HOW THE TEACHER ADJUSTS THE LESSON FOR ALL LEARNERS:
10. Pacing (mins.)	11. Lesson Sequence- <ul style="list-style-type: none"> What will I do and when will I do it? Include Explicit Instruction: I do / We do / You all do / You do	12. Student Skill or Knowledge for each part of the lesson sequence <ul style="list-style-type: none"> What will my students be doing to acquire skills or knowledge during this part of the lesson? 	13. DOK Level	14. Opportunities To Respond (OTRs) that provide immediate checks for understanding <ul style="list-style-type: none"> How will my students show understanding in this part of the lesson sequence? 	15. Scaffolding for the needs of ALL learners (include interventions) <ul style="list-style-type: none"> What will I do for students who are struggling to meet the target? What will I do for students who have already met the target? AND Grouping Structures needed for effective scaffolding
5-6 min	Warm-up: Tune, Concert Bb scale (two octaves), Concert F scale (two octaves), Long tones	Students practice scales for automaticity	1	Teacher provides individual feedback	Teacher adjusts scales for varying skill levels
4-5 min	Activity: Review key vocabulary terms	Students match vocabulary terms to definitions in whole group game	2	All students use whiteboards to match vocabulary terms to definitions	Students who answer incorrectly receive feedback to clear up misunderstandings

5 min	Listening Activity: Teacher plays or claps rhythm example,	Students echo with focus on maintaining a steady beat	1	All Students participate in clapping exercise, copying what the teacher does	Whole group with individual feedback. Teacher adjusts difficulty according to student responses
15 min	Rehearse song #1: Focus on rhythm @ rehearsal letter "B".	Students perform Song #1	2	Students will play, clap, speak, rhythms.	Small groups (5-6) practice together, in heterogeneous groups.
6-7 min	Activity: Teacher presents sight-reading rhythms using a Doc Camera. Use time signatures and examples from pieces being rehearsed.	Students clap rhythms presented on doc cam	2-3	Students compete between sections to complete the rhythms by.	Teacher starts with simple rhythms and move to more complex, based on student observations.
6-7 min	Activity: Rhythmic dictation - Teacher plays 5 simple rhythms of one measure each in 4/4 time.	Students notate the rhythm on paper.	2-3	All students write measures	Independent activity: Students put a "star" next to the ones they were unsure of. Teacher provides feedback for all levels
10-12 min	Rehearse song #2: Focus on rhythm @ coda	Students perform Song #2	2-3	Students will play as teacher observes	Teacher provides feedback to all levels of performance
3-5 min	Clean up, put away instruments and other equipment		1		

16. Closure:

Teacher connects lesson back to objectives. - Students will hand in paper from rhythmic dictation with "starred" examples. (see above)

- Students reflect on their learning.-

Teacher formatively assesses student learning. Teacher will review rhythmic dictation papers.

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