CLASSROOM MUSIC LESSON PLAN

Teacher’s Name: Daniel Abrahams \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade Level: College\_\_\_\_\_\_\_\_\_

Title of Lesson: Lesson Planning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Learning Goals: What Learners will**

**Be able to do** (behavioral): By the end of this lesson, the students in the instrumental methods class will be able to **define** the characteristics of lesson planning with a success rate of 80%.

**Understand** (cognitive): Students will be able to **interpret and arrange** the different parts of the lesson plan*.*

**Encounter** (experiential): Students will **create** a lesson plan.

**Construct meaning** (constructivist): As a result of this lesson, students will **realize** that lesson planning is fundamental to good teaching. This enables students to **perceive** and **appreciate** the varied ways teachers write and apply lesson plans with a changed point of view.

**Focusing Question**

**In what ways will students (complete the sentence**): connect what they know and understand about lesson plans and understanding the process for writing effective plans?

**Materials**

Lesson Plan format

**Assessment**

**Formative:** Teacher monitors the quality of discussion and observes throughout the process of students creating their lesson plans.

**Summative:** A rubric will be applied to assess the lesson plan that students teach from.

**Integrative:** Teacher makes entries in a reflective journal throughout the lesson process to record and document personal thoughts, reflections, and student comments. The teacher adjusts and remediates the plan as appropriate.

**Process**

**Partner:** (Honor THEIR world by beginning with an experience students bring to the classroom. Include time for students to collaborate and **respond** through sharing and discussion.)

Students listen to the vignette about one teacher’s situation revolving around lesson planning. Teacher focuses the listening by suggesting that the students map all the issues that they perceive throughout the vignette. Students and their teacher discuss the vignette. Teacher asks students how they might adresss these issues.

**Present:** (Sequence the lesson steps. Take the learning from THEIR world to the world of the classroom. Present the information and allow time for students to practice and **respond.** Engage critical thinking, problem posing, and problem solving.)

After discussing the vignette, the teacher discusses why teachers use lesson plans, the history of lesson plans and how lesson planning translates to good teaching. They explore various types of lesson plans.

**Personalize:** (Make the learning personal to the students. Provide opportunities for students to ***create*** and be musicians. Encourage original thinking and innovation.)

In small groups, students re-compose the lesson taught in class about lesson plans. What were the steps? What order was the information presented and why? Students and their teacher reflect and evaluate the work completed. The assessment rubric is applied at this step. Note: If students are unable to complete his task as described, they may search for and substitute lesson plan to replace the Abrahams lesson format.

**Perform:** (Communicate and share the new learning as students **perform** through concert presentation, demonstration, or exhibition.)

Students teach from their own lesson plan for Thursday*.*