

HS IM Lesson Plan Template - ADDIE Model

<p>Domain: <i>Perform</i></p> <p>Foundations:</p> <p>P2 <i>Develop and refine artistic techniques and work for presentation</i></p> <p>P3 <i>Convey meaning through the presentation of artistic work</i></p>	<p>Teacher: _____</p> <p>Subject and Dates: Instrumental Music, Dec. 4-8, 2017</p> <p>Materials: Tuners, metronomes, scores, music, student instruments, pencil/pen, other equipment as required</p>
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<p>State Standards:</p> <p>HS1.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings.</p> <p>HS1.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings.</p> <p>HS1.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. (Friday only)</p> <p>HS1.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. (Midstate audition, concert performance)</p> <p>HS1.IM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>HS1.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances. (Thursday concert)</p>	<p>Clear Targets:</p> <ul style="list-style-type: none"> I can proficiently perform warm-up and technical exercises. I can proficiently perform the musical selections for the winter concert. I can proficiently perform the required Midstate etude for my instrument. <p>Important Dates:</p> <p>Dec. 2 & 9: Midstate Individual Auditions</p> <p>Thursday, Dec. 7: Daytime Rehearsal in the Theater</p> <p>Thursday, Dec. 7: Concert Performance</p> <p>Monday, Dec. 11: Critique Due</p> <p>Dec. 12: Google Assignment Due for students <i>not</i> auditioning for Midstate</p> <p>Essential Questions:</p> <p><i>"Rehearse, Evaluate, & Refine"</i></p> <ul style="list-style-type: none"> How do musicians improve the quality of their performance? P2 <p><i>"Present"</i></p> <ul style="list-style-type: none"> When is a performance judged ready to present? P3 How do context and the manner in which musical work is presented influence audience response? P3 <p>Enduring Understandings:</p> <p><i>"Rehearse, Evaluate, & Refine"</i></p> <ul style="list-style-type: none"> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. P2 <p><i>"Present"</i></p> <ul style="list-style-type: none"> Musicians judge performance based on criteria that vary across time, place, and cultures. P3 The context and how a work is presented influence audience response. P3 	<p>Modifications:</p> <p>Preferential seating (within sections)</p> <p>Extended time (as needed)</p> <p>Accommodations for individual performance achievement</p> <p>Assessment Notes:</p> <p>The traditional ensemble performance is evaluated as an individual, section, and group as an ongoing listening activity. The teacher and all members of the ensemble are responsible for improving performance whenever possible. Repetition of the exercise is the basis for improvement through performance. We are constantly working to improve our achievement through the implementation of a "box" rubric system currently accepted as the standard in music education.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 15%;">Box 5</td> <td style="width: 35%;">Consistently</td> <td style="width: 50%;">93-100</td> </tr> <tr> <td>Box 4</td> <td>Proficiently</td> <td>85-92</td> </tr> <tr> <td>Box 3</td> <td>Sometimes</td> <td>75-84</td> </tr> <tr> <td>Box 2</td> <td>Emerging</td> <td>70-74</td> </tr> <tr> <td>Box 1</td> <td>Insufficient</td> <td>69 - below</td> </tr> </table>	Box 5	Consistently	93-100	Box 4	Proficiently	85-92	Box 3	Sometimes	75-84	Box 2	Emerging	70-74	Box 1	Insufficient	69 - below
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	Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
Entering Activity	<ul style="list-style-type: none"> Classroom set-up Retrieve instrument/equipment Individual warm-up/set-up 	<ul style="list-style-type: none"> Classroom set-up Retrieve instrument/equipment Individual warm-up/set-up 	<ul style="list-style-type: none"> Classroom set-up Retrieve instrument/equipment Individual warm-up/set-up 	<ul style="list-style-type: none"> Classroom set-up Retrieve instrument/equipment Individual warm-up/set-up 	<ul style="list-style-type: none"> Classroom set-up Retrieve instrument/equipment Individual warm-up/set-up
Set Activity	Announcements: Dec. 7 - Concert Dec. 12 - Midstate Etude Performance Assessment	Announcements: Dec. 7 - Concert Dec. 12 - Midstate Etude Performance Assessment	Announcements: Dec. 7 - Concert Dec. 12 - Midstate Etude Performance Assessment	Announcements: Dec. 7 - Concert Dec. 12 - Midstate Etude Performance Assessment	Announcements: Dec. 11- Critique due Dec. 12 - Midstate Etude Performance Assessment
Clear Target	I can: <ul style="list-style-type: none"> perform all warm ups and technical exercises as required perform winter concert music perform Midstate audition etude 	I can: <ul style="list-style-type: none"> perform all warm ups and technical exercises as required perform winter concert music perform Midstate audition etude 	I can: <ul style="list-style-type: none"> perform all warm ups and technical exercises as required perform winter concert music perform Midstate audition etude 	I can: <ul style="list-style-type: none"> perform all warm ups and technical exercises as required perform winter concert music perform Midstate audition etude 	I can: <ul style="list-style-type: none"> perform all warm ups and technical exercises as required perform sight reading on my instrument at a TBA Grade IV level.
Connection to Previous Learning and/or Relevance	Individual/Ensemble Evaluations: Dec. 7 - Winter Program Dec. 2 & 9 - Midstate Auditions	Individual/Ensemble Evaluations: Dec. 7 - Winter Program Dec. 2 & 9 - Midstate Auditions	Individual/Ensemble Evaluations: Dec. 7 - Winter Program Dec. 2 & 9 - Midstate Auditions	Individual/Ensemble Evaluations: Dec. 7 - Winter Program Dec. 2 & 9 - Midstate Auditions	Individual/Ensemble Evaluations: Dec. 2 & 9 - Midstate Auditions
Direct Instruction	<ul style="list-style-type: none"> Warm ups 2nd period – Midnight Sleighride 5th period – Housetop Variations 7th period – Midnight Sleighride 	<ul style="list-style-type: none"> Warm ups 2nd period – Jingle Bell Boogie 5th period – Housetop Variations 7th period – Krampus 	<ul style="list-style-type: none"> Warm ups 2nd period – Krampus, Christmas Mood 5th period – Housetop Variations 7th period – Christmas Mood 	<ul style="list-style-type: none"> Warm ups Full performance of all concert selections in each class 	<ul style="list-style-type: none"> Discuss concert Dec. 11 - Summative evaluation submitted to Google classroom Warm ups Review Sight Reading Factory Grade III Sight reading session: Fantasy on a Theme by Sousa

Guided Practice with Corrective Feedback	<ul style="list-style-type: none"> • Warm ups • Winter program selections in sections • Teacher moves throughout ensemble making adjustments and corrections as required 	<ul style="list-style-type: none"> • Warm ups • Winter program selections in sections • Teacher moves throughout ensemble making adjustments and corrections as required 	<ul style="list-style-type: none"> • Warm ups • Winter program selections in sections • Teacher moves throughout ensemble making adjustments and corrections as required 	<ul style="list-style-type: none"> • Warm ups • Winter program selections – full performance • Teacher moves throughout ensemble making adjustments and corrections as required 	<ul style="list-style-type: none"> • Warm ups • March/Concert Festival sight reading clinic • Review “STARS” sight reading technique • Teacher moves throughout ensemble making adjustments and corrections as required
Independent Practice with Corrective Feedback	<ul style="list-style-type: none"> • Students allowed time throughout the ensemble rehearsal to correct performance problems as needed • Homework = Individual Practice • Feedback in next rehearsal 	<ul style="list-style-type: none"> • Students allowed time throughout the ensemble rehearsal to correct performance problems as needed • Homework = Individual Practice • Feedback in next rehearsal 	<ul style="list-style-type: none"> • Students allowed time throughout the ensemble rehearsal to correct performance problems as needed • Homework = Individual Practice • Feedback in next rehearsal 	<ul style="list-style-type: none"> • Students allowed time throughout the ensemble rehearsal to correct performance problems as needed • Homework = Individual Practice • Feedback in next rehearsal 	<ul style="list-style-type: none"> • Students allowed time throughout the ensemble rehearsal to correct performance problems as needed • Homework = Individual Practice • Feedback in next rehearsal
Closure Activity	<ul style="list-style-type: none"> • Review needs for next rehearsal • Teacher/Individual assessment of performance achievement for the day 	<ul style="list-style-type: none"> • Review needs for next rehearsal • Teacher/Individual assessment of performance achievement for the day 	<ul style="list-style-type: none"> • Review needs for next rehearsal • Teacher/Individual assessment of performance achievement for the day 	<ul style="list-style-type: none"> • Review needs for next rehearsal • Announcements pertinent to the concert: <ul style="list-style-type: none"> ◦ Report at 6:15 p.m. ◦ Concert Black attire • Teacher/Individual assessment of performance achievement for the day 	<ul style="list-style-type: none"> • Review needs for next rehearsal • Teacher/Individual assessment of performance achievement for the day

Reflection/Formative Assessment Note	This week is focused on formative and summative assessments of the winter program music.
Formative Assessment	Winter Program Music, Scales - Class Discussion/Small group demonstration/Individual performances – Student feedback and teacher observation are the primary forms of evaluation

Summative Assessment

Winter Program: December 7 - Critique due by Monday in Google Classroom; Midstate Audition Material; Google Classroom submission due NLT December 12; Winter Exam December 14

Resource Created by Robbin Johnston