

# Music Lesson Plan Format

## Focus: *concepts and/or skills to emphasize*

Rhythm	Melody
Singing	<b>Listening</b>
Form	Harmony
Creating	Movement
Tone Color	Technique
Expressive Qualities	Diction
Sight Singing	Intonation

## Materials/Equipment:

Expert info sheet handouts  
Note sheet handout  
Role play ppt.

## National/State Music Standard(s) Addressed:

- ☐ Singing, alone and with others, a varied repertoire of music
- ☐ Performing on instruments, alone and with others, a varied repertoire of music
- ☐ Improvising melodies, variations and accompaniments
- ☐ Composing and arranging music within specific guidelines
- ☐ Reading and notating music
- ☐ Listening to, analyzing, and describing music
- ☐ Evaluating music and music performances
- ☐ **Understanding relationships between music, the other arts and disciplines outside the arts**
- ☐ **Understanding music in relation to history and culture**

## Cognitive Taxonomy:

<b>Remember</b>	Analyze
<b>Understand</b>	Evaluate
<b>Apply</b>	Create

## Differentiated Learning:

<b>Auditory</b>	<b>Visual/Spatial</b>
<b>Kinesthetic</b>	<b>Logical/Math</b>
<b>Verbal/Linguistic</b>	<b>Musical</b>
<b>Naturalistic</b>	<b>Interpersonal</b>
<b>Intrapersonal</b>	

## Adaptations for Special Learners

TSW: Participate as "non-actor" or partner up for one of the "actor" roles.  
TSW: Use power point to help signal time used to prepare for roles.

Grade Level: 6 \_\_\_\_\_ Ensemble: General Music \_\_\_\_\_

Teacher Name: Isaac Jones \_\_\_\_\_ Class Period: \_\_\_\_\_

## Objectives (TSW):

TSW: Present the roles of various professionals in the music industry.

TSW: Write the information in the handout for the role play activity in their own words, and present for class.

## Prior Knowledge and Experiences:

-Talked about the producer's role in music during the lesson on bar charts.

## Procedures:

**Set: TTW: lead S through listening example, and discussion questions.**

1. TTW: Discuss bar chart lesson from yesterday, and the role of the producer.

2. TTW: Place S into 7 groups, one per character.

7. TTW: Present dilemma

4. TTW: Introduce the seven speaking parts, each character and a short bio.

5. TTW: assign characters to groups, and pass out the information about the job roles of each character.

6. TSW: Discuss and prepare an outline for their presentation on their character.

7. TTW: Select the "actors"-and assign the jobs for the "non-actors"

8. TSW: "actors" Present their character and the role their job has in the music industry.

9. TSW: "Non-actors" support the actors, and present one extra point about their group's character.

**Assessment of Student  
Comprehension/Success:**

**TSW:** Present roles of  
musicians, and complete an  
outline on their performance.  
(Will turn this in)

**Closure/Follow- Up:**

**TTW:**

**10.**Review the objectives

**11.** Shortly quiz the S  
(mainly non-actors) on the  
roles that were presented.