

Grade: 6	Subject: Orchestra
Materials: Music and Instruments	Technology Needed: Mr. Beat, for tempo, tuning, and giving beats. Speakers
Instructional Strategies: <ul style="list-style-type: none"> ø Direct instruction ø Guided practice ø Socratic Seminar ø Learning Centers ø Lecture ø Technology integration ø Other (list) <ul style="list-style-type: none"> ø Peer teaching/collaboration/ ø cooperative learning ø Visuals/Graphic organizers ø PBL ø Discussion/Debate ø Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> ø Large group activity ø Independent activity ø Pairing/collaboration ø Simulations/Scenarios ø Other (list) <ul style="list-style-type: none"> ø Hands-on ø Technology integration ø Imitation/Repeat/Mimic <p>Explain:</p>
Standard(s): MU:Pr4.3.E.II a. Identify and demonstrate expressive qualities in varied repertoire that relate to context and expressive intent.	Differentiation <p>Below Proficiency: Not participating, Little to no understanding on how to demonstrate expressive qualities, no outside practicing</p> <p>Above Proficiency: Participating, Can show clear understanding of expressive qualities, practicing outside of class</p> <p>Approaching/Emerging Proficiency: Shows improvement throughout the semester.</p> <p>Modalities/Learning Preferences: Can show that the students understand where the expressive qualities should be in the piece of music.</p>
Objective(s) Students will, by the end of the semester of playing, this semesters rep., be able to show dramatic change of dynamic and expression in different pieces. Bloom's Taxonomy Cognitive Level: Analyze, Students will be able to distinguish and experiment with their dynamics.	

<p>Classroom Management- (grouping(s), movement/transitions, etc.) The students will be placed in their respective spots determined on what instrument they are playing.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) I expect my students to follow my directions and be respectful to me and their fellow classmates.</p>
Minutes	Procedures
5	<p>Set-up/Prep: Set up and tune instruments using Mr. Beat</p>
30	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Sailor Song- get a groovy beat going, also tempo of the song. Have the students play through the song, using sway sway when needed, and have them shrink and grow with the dynamics. Work through measure 59 to the end, to ensure each part gets their entrance. (play each entrance to help the students then do it again without me playing but giving the cues) Dragon Hunter- Try to make it through the whole piece with me clapping and or stomping the beat slowly and under tempo. Take each part/ section of students, and have them play with just their section, so everyone else can hear their parts. Jungle Song- Put on the Jungle Beat, and have the students play through this song, while moving through the room kind of acting like they were an animal in the jungle. Also do the dynamics like they are sneaking up and attacking their prey.</p>
5	<p>Explain: (concepts, procedures, vocabulary, etc.) (This would be done throughout the class period, in between songs) Saylor Song- Remind students of sway sway and shrinking and growing with the dynamics. Dragon Hunter- Work on tempo Jungle Song- Have students go to a different part of the room (shut lights off, this is a song learned by ear)</p>
5	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Have the students independently work on Dragon Hunter to work on getting the notes. (walk around the class and ask the students if they need help. Might need to help by playing along with them slowly, write in some notes, highlight rests, do whatever to help them)</p>

<p>3-5</p>	<p>Review (wrap up and transition to next activity): Have the Students put the stands and chairs back where they are supposed to be and pack up, getting ready for their next class.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc. Put the students in small groups and have them play measures 28-38 together. Use that to assess how the students are doing on one challenging part of the piece.</p> <p>While in the small groups, I will be able to tell how the students are doing by not only hearing how they are playing but also checking and making sure their fingers are in the right spot, and their bows are moving the right direction.</p> <p>Consideration for Back-up Plan: If there is more time, then I would move onto the other piece we didn't touch on that day. We would work on Gargoyles and work on intonation and rhythm with this piece.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: When we get to the time of the concert, I want every student to send me a video of them playing an assigned section from each piece of music. From there I will grade each student on how they do with the piece. I will watch their fingering, bowing, and listen to their intonation.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): When I taught this lesson, the time seemed to go by much faster than I thought it would, and I almost didn't get to all the pieces that I wanted to work on, we did jungle dance and had a couple minutes left to pack up. With Saylor's Song, the movements we added helped in getting the students' bows moving and they also helped the students make great changes in their dynamics. Then we moved onto Dragon Hunter, and this is where I spent most time. I tried running the piece with the students and as we went through the piece I noticed we were very off from each other, so I stopped. From there I started clapping the beat at a slower tempo and had all the students play along there. We then reached the same spot where we had gotten off from each other before, so again I stopped them and knew that this is a spot that needed to be worked on. By this time I noticed we had about 10 minutes of class left and I still wanted to get to Jungle Song. So what I did was have the students work on their own for about 4-5 minutes, and I went around the room and helped each student with their parts, and I wrote in some things that would help some students. (During this time the BPS were still in their split days, so there</p>	

were only about 6 students to go around and help). We then got to the Jungle Song, while I pulled up the beat for this song, the students moved to a different part of the room to add some extra fun and have a little change of environment for the students. This went well and when we finished it, we had just enough time for the students to put everything back and pack up and get ready for their next class.