

Name: Jesse Green

Date: 3/9/24

Lesson Plan Template

Content Area	Music - Beginning Band
Subject/Topic	Introduction to Dotted Quarter Notes
Grade Lesson	6-8
Terms to focus on	Rhythms, whole, half, quarter, eighth, tie, dot, beat
Background knowledge of students	Students already know how to read and perform whole, half, quarter, and eighth note rhythms along with tie and dot modifications (only dotted half-note so far). They perform up to Grade Level 1 ½ repertoire and are ready for Grade 2 repertoire, thus, an expansion of their rhythmic knowledge is necessary. Specifically, there is a piece I'd like us to learn that has dotted quarter notes so this is a scaffold in a larger context.

Activities: Introduce Dotted Quarter Notes

Learning goals/SLOs	1. Students will identify, read, count, and perform dotted quarter note rhythms.
----------------------------	--

Name: Jesse Green

Date: 3/9/24

Content area standards	<p>6.MU:Pr4.2b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>6.MU:Pr6 a. Perform the music, alone or with others, with technical accuracy to convey the creator's intent.</p>	
Target Common Core Literacy standards	RST 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	
Target ELD Standards	C. Productive (Expanding) 12. Selecting language resources <p>a. Use a growing set of academic words (e.g., author, chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p>	
	What the Teacher Does: <i>Please provide a detailed, step-by-step explanation of all activities that take place during the class period.</i>	What the Students Does: <i>Please provide a a detailed, step-by-step explanation of all activities that take place during the class period.</i>

Name: Jesse Green

Date: 3/9/24

<p>Lesson plan for the day</p>	<p>Begin with setting expectations verbally and by listing them visually on the whiteboard: Identify, Read, Count, and Perform dotted eighth note rhythms.</p> <p>Activity #1: Activate prior knowledge: as a class discussion review known rhythms (whole, half, quarter, eighth), modifications (tie and dot) and “dotted rule”.</p> <p>Activity #2: Model “math equations” for dotted rhythms on the whiteboard. Instruct students to supply the correct beat values.</p> <p>Activity #3: Formally introduce Exercise #110 in Essential Elements. First have students identify the correct beats they perform on and circle the appropriate numbers. Next, model the correct rhythm with claps or body percussion. Next, students count and perform along with the teacher.</p> <p>Activity #4. Teacher conducts students performing Exercise #110 on body percussion or clapping. Identify any incorrect rhythms and repeat exercise until 100% accurate.</p> <p>Activity #5. Teacher conducts Exercise #111 which students perform on their respective instruments. The rhythm is identical to Exercise #110 but now they perform pitches as well.</p> <p>Wrap up: Teach explains and distributes homework assignment.</p>	<p>Activity #1: Students, as a whole class, will discuss rhythms they already know.</p> <p>Activity #2: Students will solve the rhythm/ math equations written on the board..</p> <p>Activity #3: Students, individually, will circle in their music the correct beats they play on (Exercise #110). They will listen to the teacher clap the rhythm. They will follow the teacher in counting and clapping the rhythms. They will count and clap the rhythms on their own as a group.</p> <p>Activity #4: Students perform Exercise #110 on their own while teacher conducts.</p> <p>Activity #5: Students perform Exercise #111 on their instruments.</p>
---------------------------------------	---	---

Name: Jesse Green

Date: 3/9/24

"I DO" Mode	As a class students respond to guided discussion about rhythms, and solving rhythm equations. This will help them access prior knowledge and use the method of counting as they learn the dotted quarter notes
"WE DO" Mode	In instrumental sections and as an ensemble students will perform the rhythms with claps, body percussion, and their respective instruments. This will help them by being able to listen to the group as a whole and stay in time. They also won't feel as vulnerable performing it by themselves.
"You DO" Mode	Individually, students identify in their instrumental parts the dotted quarter notes and they circle the appropriate beats to play on. This will help them understand what the dotted quarter notes look like and how to count them appropriately.