

WILLIAM PATERSON UNIVERSITY
MUSIC DEPARTMENT
Revised Lesson Plan Format (2016)

Name:	School:	Grade:
Central Focus:	Concept:	
Date of Lesson:		

Planning the Lesson (information to support the lesson and allow adequate planning):		
<u>NJCCC Standards for Music:</u>	<u>Learning objective(s):</u> Students will be able to (For instrumental music, include at least one objective each for pitch, rhythm, style, technique, ensemble, and context.)	<u>Assessment(s):</u> (attach assessment tools and rubrics)

- Planning the Lesson** (information to support the lesson and allow adequate planning):
- Teacher Resources (internet sites, technology/visuals, recordings, music):
 - Academic Vocabulary and Language Function:
 - Materials (e.g. books, recordings, technology, instruments, etc.):
 - Cite Sources (e.g. textbook page or website):
 - Cite principles from educational theory and/or research:
 - Student prior knowledge needed:

Instruction: Teaching the Lesson (the actual process of instructing the class/students)

1. **Engage:** Motivate/Introduce (How will you engage and support students to create, perform, or respond to music by developing and applying knowledge/skills, contextual understandings, and artistic expression related to the topic/song/composition/activity?)
2. **Procedure:** Instruct (A numbered, sequential list delineating how learning tasks will be presented from the beginning to the end of the lesson. Include questions as well as students' activities/involvement. It is NOT necessary to use complete sentences.
3. **Embedded assessment:** (Describe how you will determine that students have learned? Label embedded assessments as PA (pre-assessment), IA (informal or formative assessment), FA (formal or quantitative assessment) and SA (summative assessment)
4. **Closure:**

Differentiated instruction (*How will you differentiate content, procedures, and assessments for special needs students?*)

Assessment: Analyzing student learning and reflecting on teaching

I. Assessment

- i. Quantitative Assessment: A rubric or other quantitative instrument for each learning objective. Differentiate for students with special needs.
 - 1. Number of students who completed the assessment task
 - 2. Number and percentage of students who were proficient, satisfactory or needed improvement
- ii. Qualitative Evaluation: A description of how understandings, misunderstandings, and/or partial understandings ... explain the patterns of learning suggested by your quantitative assessment.

II. Reflection/Self Evaluation

- i. What impact did this lesson have on learners? What patterns of learning do you find in knowledge/skills, contextual understandings, and artistic expression across the class?
- ii. What can you do to improve this lesson and what are the implications for future lessons?
- iii. How does this lesson improve your teaching practice?