

# SAMPLE LESSON PLAN TEMPLATE FOR VOCAL MUSIC BASED ON CCSS CONCEPTUAL PRINCIPLES

<p><b>PART I (“What” &amp; “Why”)</b></p> <p><b>CONTEXTUAL FRAMEWORK</b></p> <p><b>Why:</b> To connect and provide emotional context when singing a given set of lyrics</p> <p><b>What do you want them to learn or understand?</b> The combined power of text and music through analysis of structure and meaning</p> <p><b>Can they transfer into contexts other than the arts?</b> Yes, specifically ELA</p> <p><b>Is there a research element?</b> Yes. The social/historical context of a piece of music.</p> <p><b>What background knowledge do they need?</b> None</p>	<p><b>Common Core Cognitive Strategy (Arts Adapted):</b></p> <p>Analyze text Integrate and Evaluate Content Reason Abstractly</p> <p><b>Common Core State Anchor Standard (Arts Adapted)</b></p> <p><b>Reading, Key Ideas and Details, 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>Objective:</b></p> <p>For students create an emotional context for the lyrics of a song when they perform it in order to more effectively communicate the text’s meaning to an audience.</p>	<p><b>Part II (“How”)</b></p> <p><b>Activity</b></p> <p>Students will research the background of a piece of music</p> <p>Students will analyze the structure and meaning of the lyrics.</p> <p>Students will create a hypothetical setting appropriate to the context of the lyrics.</p> <p>Students will portray a character when singing the lyrics.</p>
<p><b>Work Session For Part II</b></p>		
<p><b>Students</b></p> <p>Students will use online resources to research a given piece of music in terms of the lyricist and composer, the historical and social context, and select performances of the piece on YouTube if appropriate.</p> <p>Students will then create a hypothetical setting for the text that can be supported by their previous research, incorporate the emotional content of the lyrics in the performance of the piece and portray an imaginary character who delivers the text.</p>	<p><b>Teacher</b></p> <p>Devise pre and post assessments of relevant vocabulary.</p> <p>Select the work that will serve as the catalyst for analysis and character portrayal.</p> <p>Guide students according to CCSS ELA frameworks in the creation of their characters.</p>	
<p><b>Assessments</b></p>		
<p>Pre and post assessments, student participation, individual assignments regarding research, evaluation of student portrayals during performance.</p>		