

SAMPLE LESSON PLAN TEMPLATE FOR INSTRUMENTAL MUSIC BASED ON CCSS CONCEPTUAL PRINCIPLES

PART I (“What” & “Why”)			Part II (“How”)
<p>CONTEXTUAL FRAMEWORK</p> <p>Why: For students to use a structural analysis of music in the creation of original pieces.</p> <p>What do you want them to learn or understand? That there are commonalities between the writing process and the compositional process.</p> <p>Can they transfer into contexts other than the arts? Yes, specifically ELA</p> <p>Is there a research element? Yes.</p> <p>What background knowledge do they need? Knowledge of the basics of writing a paragraph.</p>	<p>Common Core Cognitive Strategy (Arts Adapted):</p> <p>#4: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>#6: Attend to precision (Mathematical Practices)</p> <p>Common Core State Anchor Standard (Arts Adapted)</p> <p>Writing, Production and Distribution #4: Produce a clear and coherent work of art in which the development, organization, and style are appropriate to task, purpose, and audience. #5: Develop and strengthen a work of art as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Objective:</p> <p>For students to create an original piece of music analogous to effective writing of a persuasive paragraph.</p>	<p>Activity</p> <p>Students will create a musical phrase.</p> <p>They will develop the phrase into a musical theme and develop into a completed piece of music.</p> <p>Students will compose an essay on how they composed their piece of music using proper and effective paragraph structure.</p>	
Work Session For Part II			
Students	Teacher		
<p>Students will review the process of effective paragraph construction through research online (e.g. owl.english.purdue.edu/owl/resource/606/01)</p> <p>Students will compose an original melodic and/or rhythmic phrase as a theme using whatever instruments are available (traditional or “found”)</p> <p>Students will develop that musical theme into a completed musical work.</p>	<p>Devise pre and post assessments of relevant vocabulary.</p> <p>Pre and post assessments of paragraph writing.</p> <p>Provides examples of musical themes and variations, call and response, Sonata Form, or any other form of musical construction.</p> <p>Guide students in their creations of original music and point out the comparisons to the writing process.</p>		
Assessments			
<p>Pre and post assessments, student participation, individual assignments regarding research, resultant pieces of music.</p>			