**Student Teaching Music Lesson Plan**

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| **Music Lesson for Grade: 3** | | **Date/Week: 9/11/15** | | | | |
| **Main Lesson Goal/Objective: Guitar Lesson 5 FINAL**  The student will know:  -First position open, first, and third fret on second string (B, C, D)  -Names of first two strings  -Difference between a chord and a pitch  -Understand tabulature  The student will be able to:  -Play G chord on the guitar (modified)  -Read and play the notes on the first string and second string (high E and B)  -Read and play Ode to Joy | | | | | | |
| **Musical Elements Addressed:** | | **APS Music Standards Addressed:** | | | | |
| **Expressive:** Tempo, Style | | Perform (sing, speak, play) | | |  Creating (compose) | |
| **Timbre:** Vocal, Instrumental | |  Move to Music | | Relate to History & Culture | | |
| **Duration:** Beat, Rhythm | | Listen, Analyze, Describe | | |  Read and Notate | |
| **Pitch:** Melody, Harmony, Tonality | | **Class Lesson Groupings:** | | | | |
| **Structure:** - | | Whole Class | Small Group | | | Individual |
| **Musical Processes:** | | **Materials Needed:** | | | | |
| Experience |  | Guitars  Ode to Joy (on board)  Worksheet | | | | |
| Exploration |  |
| Imitation |  |

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| **Cross Curricular Connections:** |
| **CCSS ELA:** |
| **CCSS Math:** |
| **Social Studies:** |

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| **Learning Activities** (Be sure to address modification & differentiation needs) | |
| **The teacher will:** | **The student will:** |
| 1. Pie Song | Use their singing voice |
| 1. Handout worksheet (contains parts of guitar, types of guitars, names of pitches on first and second string, tune we learned how to play) Also has pitch vs. chord but have them fill that out at the end. |  |
| 2. Review first string E, F, G | Review |
| 3. Review second string B, C, D | Review |
| 4. Assign guitars | Find self space and explore |
| 5. Review first part of Ode to Joy on first string. | Review |
| 6. Review ENTIRE Ode to Joy. |  |
| 7. Have them write out the frets if necessary. |  |
| 8. Partner up and try to play the entire thing. |  |
| 9. Ask for a volunteer to play it. |  |
| 10. Chord vs. pitch. |  |
| 11. Students play G chord. |  |
| 11. Quiz students to see if they can tell the difference between chord and pitch. |  |
| 12. Play 2 different chords, C and G (and Frere Jacquez). |  |

**Assessment:**

Did the class or student demonstrate an understanding of the main lesson goal/objective?

What criteria (rubric) will to be used to determine level of understanding or skill competence?

What method of assessment to be used? (Describe the formal or informal assessment procedures.)

Other evidence used to show knowledge or skill gain.

How will assessment information be shared with the students? (Reflection, Review, Discussion)