**Student Teaching Music Lesson Plan**

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| **Music Lesson for Grade: 3** | **Date/Week: 10/9** |
| **Main Lesson Goal/Objective: Instrument Families week 2 brass**The student will know:-Names of different instrument families-Instruments in the woodwinds/percussion family -assessment of all familiesThe student will be able to:-Name different instruments in woodwinds/percussion family-Identify different instrument families by listening examples-Identify by pictures, and listening examples which instrument is in which family |
| **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 |  | Listen to the Young Person’s Guide to the Orchestra by Benjamin Britten Smartboard slidesWoodwind instrumentPercussion instrumentsAssessment paper |
| 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. African Tribal tune. | Use their singing voice |
| 2. Review strings, percussion, woodwind and brass family names. Look up at slides on Smartboard. | Review. |
| 3. Review string and brass family. | Listen and think about family groups. |
| 4. Today we are going on focus on two families of instruments, the woodwinds and percussion families. | Introduction statement. |
| 5. Go through slides on woodwinds family. Listening examples, talk about each instrument, basics on woodwinds (shape, sound, keys, etc.) | Listen and raise hands to answer questions from powerpoint, or do readings. |
| 6. Go through slides on percussion family. Listening examples, talk about each instrument, basics on percussion (shake, scrape, strike) | Listen and raise hands to answer questions from powerpoint, or do readings. |
| 7. Review all families. | Review. |
| 8. Assessment. | Take post-assessment. |
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**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)