**Student Teaching Music Lesson Plan**

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| **Music Lesson for Grade: 3** | | **Date/Week: 10/5** | | | | |
| **Main Lesson Goal/Objective: Instrument Families**  The student will know:  -Names of different instrument families  -Instruments in the string family  The student will be able to:  -Name different instruments in string family  -Identify different instrument families by listening examples  -Identify by pictures, and listening examples which instrument is in which family  -Listen to a string player and other musical examples | | | | | | |
| **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  Guest brass player  Assessment 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. Pre-assessment. |  |
| 3. Listening example of Young Person’s Guide to the Orchestra. | Listen and think about family groups. |
| 4. Today we are going on focus on one family of instruments, the strings family. | Introduction statement. |
| 5. Go through slides on powerpoint on different families and specifically the string family instruments. | Listen and raise hands to answer questions from powerpoint, or do readings. |
| 6. Introduce guest artist (Mrs. Carpenter!) and she gives a short spiel on the violin, plays scales, play short tune. If time, students ask questions on instrument. | Listen, ask questions, make connections to other instruments in the family. |
| 7. Introduce several string instruments set up in the back of the classroom. |  |
| 8. Ask students sitting nicely to come to try out the instruments (only one at a time). Student plays the instrument, says its name, and rest of the class watches and learns. | One student come up to play instrument, rest of the class watches, listens, and learns! |
| 9. |  |

**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)