

Grade: 1st		Subject: General Music	
Materials: Orff Instruments, Frame drums, Ukeleles, Triangles		Technology Needed: Smartboard	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences: Kinesthetic (body movement), visual (smartboard), auditory (singing/playing).	
Objective(s) TLW recognize the solfege/notes of the melody for “What Makes a Rainbow” Bloom’s Taxonomy Cognitive Level: Knowledge			
Classroom Management- (grouping(s), movement/transitions, etc.) Sharing instruments, transition “Shake it to the East, Shake it to the West!...” Allow some noodle time		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Raise hands to speak, Make smart choices, Eyes on who is speaking, Treat others the way you want to be treated, Keep your dear teacher happy!	
Time	Procedures		
2 min	Set-up/Prep: Welcome students back to the classroom. Smartboard slides set up prior to them entering the room		
7-10 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Do all of the words sound the same when we sing them? Physical movement for so-la-mi		
10-15 min	Explain: (concepts, procedures, vocabulary, etc.) Have students work together to help put notes in the right place on the smartboard staff.		
10-15 min	Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions) Sing the song on solfege syllables, then move to instruments.		

5-7 min	Review (wrap up and transition to next activity):	
Put instruments away nicely and line up at the door		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc. Participation in movement activity, smartboard activity Consideration for Back-up Plan:	Summative Assessment (linked back to objectives) End of lesson: Performance of the piece If applicable- overall unit, chapter, concept, etc.:	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):		