

## Lesson Plan Template

<b>Grade:</b> High School		<b>Subject:</b> Concert Band	
<b>Materials:</b> Military Symphony – Francois Gossec arr. Goldman & Leist		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice    cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.		<b>Differentiation</b> <b>Below Proficiency:</b> Seat near section leaders, instructions spoken/written on the board. <b>Above Proficiency:</b> Assign leadership roles (section leader, principle player, band assistant, etc.) <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)</b> TLW practice to achieve a cohesive ensemble sound TLW practice consistent tempo and unified entrances TLW discuss the style of the piece TLW apply the style of the piece to practice <b>Bloom's Taxonomy Cognitive Level:</b> Comprehension, Application		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Standard ensemble seating			
<b>Minutes</b>	<b>Procedures</b>		
Day 1, 10 minutes	<b>Set-up/Prep:</b> Sight-read the first movement of the piece.		
Day 2, 10-15 minutes	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Measures 40-59 (end of the first movement). Work on clean entrances to develop a more powerful, unified sound Maintain tempo (no rushing/dragging). Focus on 16 <sup>th</sup> note runs and notes of half value or greater. Keep woodwinds together on 16 <sup>th</sup> notes.		
Day 3, 10-15 minutes	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Measures 40-59 (end of the first movement). Develop dynamics and dynamic contrast, focusing on the <i>fp</i> in measures 44 and 46, as well as the crescendos in 54 and 56. If dynamics work well, run through the entire first movement (measures 1-59).		
Day 4 15-20 minutes	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Measures 1-59 (first movement). Play through one time. Discuss the style of the piece. Compare and contrast to other pieces we are working on (e.g. <i>Oblivion</i> by Piazzolla). Discuss the time period of the piece. It is a classical piece, composed around the time of the French Revolution. Ask students how events of the time could have influenced Gossec. Discuss how we as a band can best perform Military Symphony.		
Day 5 10-15 minutes	<b>Review (wrap up and transition to next activity):</b> Measures 1-59 (first movement). Play through, addressing rhythm and articulation particularly.		
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b> Discussion, adjustments to instruction.  <b>Consideration for Back-up Plan:</b>		<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> (Semester) Concert  <b>If applicable- overall unit, chapter, concept, etc.:</b> (Semester) Concert	

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):