Grade: High School	**Subject:** Basic Music Theory
Materials: Musictheory.net quiz Lead sheets	**Technology Needed:** Device with internet access https://www.musictheory.net/exercises/chord-construction/drwh98udyyybbykbb

Instructional Strategies:		**Guided Practices and Concrete Application:**	
☐ Direct instruction	☐ Peer teaching/collaboration/ cooperative learning	☐ Large group activity	☐ Hands-on
☐ Guided practice	☐ Visuals/Graphic organizers	☐ Independent activity	☐ Technology integration
☐ Socratic Seminar	☐ PBL	☐ Pairing/collaboration	☐ Imitation/Repeat/Mimic
☐ Learning Centers	☐ Discussion/Debate	☐ Simulations/Scenarios	
☐ Lecture	☐ Modeling	☐ Other (list)	
☐ Technology integration		Explain: Large group occurs within the discussion, pairing in the lead sheet assignment, technology with the quiz.	
☐ Other (list)			

Standard(s)	**Differentiation**
MU:Re9.1.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.	**Below Proficiency:** Provide a simpler variant of the musictheory.net quiz, pair student with a more advanced student **Above Proficiency:** Provide a more challenging variant of the musictheory.net quiz, pair student with a struggling student
Objective(s) TLW arrange notes to form the chords requested TLW describe the effectiveness of chords as accompaniment to a selected melody **Bloom's Taxonomy Cognitive Level:** Understanding and Application	**Approaching/Emerging Proficiency:** **Modalities/Learning Preferences:** Students will have hard copies of lead sheets (reading/writing) and be permitted to listen to the song (auditory).

Classroom Management- (grouping(s), movement/transitions, etc.)	**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**
Students will sit at desks/tables in pairs/groups. Participation in discussion is expected.	Students will enter the room with basic learning supplies(pencils, notebooks) and seat themselves. The Golden Rule is the rule to live by.

Minutes	Procedures
10	**Set-up/Prep:** Students will take the customized MusicTheory.net quiz

10	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**
	Discuss chords/chord progressions.
	    1. Major vs. minor chords – how they affect the sound
	    2. Traditional progressions – Circle of Fifths
	    3. Questions

5	**Explain: (concepts, procedures, vocabulary, etc.)** Demonstrate chord progressions by listening to a popular song while following along with a lead sheet
15	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** Students will pair up and analyze the chords and progressions on a lead sheet. They will have access to previous notes.

10	**Review (wrap up and transition to next activity):** Students will come back together and discuss what they have learned. They will hand in their lead sheets.

Formative Assessment: (linked to objectives)	**Summative Assessment (linked back to objectives)**
Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Discussion and Question/Answer **Consideration for Back-up Plan:**	**End of lesson:** Completed lead sheets **If applicable- overall unit, chapter, concept, etc.:** Results of online quiz

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