

Lesson Plan

Learning Segment Focus: Plan and Make

Lesson: 1 of 1

Course & topic addressed: Music (Bass Clef)

Date: September 19, 2020

Grade: 4

Student Outcomes

Specific learning objectives for this lesson.	Students will learn and be able to identify the notes in the lines and spaces on a bass clef.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	These students previously learned in Grade 3, the lines and spaces of the treble clef.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Music is all around us. We hear it constantly whether it be played in a classroom, on TV, movies, or the radio.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	Arkansas CR.2.4.1 Identify the lines and spaces of the bass clef.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Bass Clef Line Space
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	The students will learn the lines and space notes on a bass clef because they see it in music class or any other piece of music they see. These are the deeper notes mainly sung by males.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	White board, marker, tissue (eraser)
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	N/A

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	<p><u>Introduction:</u> -Show the students a picture of a treble and bass clef</p>	<p>-Teacher will show the students a picture of a treble clef (which they should already know) and a bass clef (which is new to them) -Teacher will explain that a bass clef is mainly read by boys/men because they tend to have a deeper voice -Teacher will handout a whiteboard to each student -Teacher will have students come up to front table by table to get a tissue for their eraser and a marker.</p>
	<p><u>Instruction:</u> -Have students practice drawing the line and spaces</p>	<p>-The teacher will be drawing on the big board in front of the room and will create a bass clef. She will then add a note one at a time to each space. -Teacher explains to the students that the space notes from bottom to top spell ACEG. -Teacher gives the students a way to remember this (All Cows Eat Grass). -Teacher then calls on students to ask how to remember it. -Teacher will erase the board and point to a space and call on a student to share the answer.</p> <p>REPEAT the process with line notes -Line notes spell GBDFA (Great Big Dogs Fight Animals)</p>
	<p><u>Closure:</u> White board “quiz”</p>	<p>As a closure, teacher has all kids clear their board besides the lines and spaces. -Teacher points at a line or space and tells students to write down the note (example: A) OR -Teacher tells students to draw the note G. The students would then draw a note in the G space</p> <p>-After writing their answer on white board they hold it up for teacher to say good job</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>.In order to modify, I could have it up on the board if they needed to look at it, or I could put it up on the board for 10 seconds before each time. I could also let students take notes if they need to.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I am having students use different materials than they usually do so they get excited and want to learn.</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1Zoj:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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