

Classroom Lesson Plan Template
(Revised 8/12)

Your Name: Debbie Chen

School Name: Pembroke High School	Date: 10/01/18
Supervising Teacher: Greg Tarbox	Time: 12:27 pm - 1:22 pm
Class/grade(s): Piano Lab 1	No. of students: 18

Massachusetts Art Curriculum Framework Music Standards (include detailed standards by grade level)

- 2.1 Demonstrate and respond to: the beat, Division of the beat, the meter and rhythmic notation.
- 2.6 Read simple melodies and intervals in both the treble and bass clef
- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique and correct posture
- 3.6 Perform independent parts while other students play contrasting parts

Lesson Objectives

Students will:

- Identify techniques to learn a piece by themselves
- Continue to improve their treble clef note reading.
- Begin playing with dynamics F + P
- Play and count whole rests.

Materials and Setup Needed to Deliver Instruction (list music, audio equipment, instruments, etc.)

- **Piano book**
- **Piano**
- **Whiteboard and markers**
- **Speaker**
- **Worksheets with treble clef notes**

Procedures

1. Introduction Phase (engage students; set expectations; state outcomes)
 - a. The agenda is written on the board
 - i. Warm ups 1,3, Hand over hand
 - ii. Page 29 - Old uncle bill and love somebody
 - iii. Page 31 - The Donkey
 - iv. Note assessment
 - b. Students come in and settle down and begin to warm up
 - c. I would like one student to come up to lead the warm ups today.

- d. Warm up 1
 - e. Warm up 3
 - f. Hand over hand
2. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)
- a. Good work leading the warm up!
 - b. Take out your books and turn to page 29.
 - c. Looking at Old uncle bill what do you see?
 - i. Dynamics
 - d. And what are the two dynamics?
 - i. Piano and forte - Loud and soft
 - e. Read the R.H. notes and finger along
 - i. Lets play and say note names
 - f. Now let's look at the left hand, saying the intervals and fingering along
 - i. Play and say the intervals
 - g. Right side of the class play the RH and left side play the LH
 - i. Switch jobs
 - h. Both hands together ready go
 - i. Great let's look at Love somebody. What are we learning in this piece?
 - i. Whole rest - gets the value of a whole note or any whole measure.
 - ii. In this case that means 4 beats
 - iii. Let's say the counts for the RH
 - iv. Say and finger along notes RH
 - v. Say and finger along intervals LH
 - vi. Take a minute and try it hands together
 - vii. Ready let's play it as a class ready go.
 - j. What kind of techniques did we work on to learn the piece?
 - i. Identify the rhythms
 - ii. Saying the notes
 - iii. Hands separate
 - iv. Saying the intervals
 - v. Say and finger along
 - k. Turn to page 31
 - i. The Donkey is our assessment for this week. I would like to see how you tackle this week's assessment without any help from me. I want to help build your skills so you are able to learn piece without me.
 - ii. Use the techniques that you identified and begin working on this piece by yourselves. (Students get 5-7 minutes to work things out)
 - l. Books closed pencils out.
 - m. You get two minute to name as many notes as you can.
 - i. Pass out worksheets facing down
 - ii. Set timer and go
3. Closure Phase (reinforce, review, reflect on learning outcomes)

- a. Good work today Class.. Everyone name one technique you used to learn and work on this week's assessment.
1. Say the counts
 2. Finger and say the notes on the RH
 3. Play and say the notes on the RH
 4. Finger and say the intervals on the LH
 5. Play and say the intervals on the LH
 6. Both hands together

Assessment

Circle one: **Formal / Informal** **Individual / Group**

Assessment instrument(s):

- Worksheet with treble notes
- Sheet music
- Speaking

Assessment procedures:

- Have students identify as many note names they can in under a minute
- Listen for students speaking the correct notes and intervals when learning the piece
- Listen for techniques that student used when learning new piece

Accommodations/modifications

- Give students individual time to work on their assessment so they can work at their own pace
- Walk around and identify what students need help on and what they are struggling with and work individually with them
- Sit students who need more attention closer so you can keep an eye on them to see when they're struggling
- Give more advanced students something more challenging to work on when given individual time and assess them on that.

Extension (include additional guided practice activity, assessment, etc.)

- Have the class perform some of the techniques named individually or as a class
- Have students identify any difficult passages or something they are struggling with
- Listen for individual students play the donkey and assess their progress