

Unit Title	COVID-19	Time Required	15 minutes
Lesson Plan Title:	Developing Sight-Reading	Grade:	High school
Teacher:	Dora Lukacevic	# of Students per group	5, 10
Classroom Set-Up:			
<p>My classroom set-up is in my apartment. I am seated at a table in my kitchen, a window on my right side. My laptop is placed immediately in front of me, my notebook and pen are placed to the right. My keyboard is set up on my left side.</p>			
Key Musical Learning Goals			
<ul style="list-style-type: none"> -Introduce barred eighth notes -Develop sight-reading skills rhythmically and melodically -Continue development of understanding musical notation, solfege syllables 			
National Music Standards			
MU:Pr4.2.E.5a, MU:Cr1.1.E.5a			
MUSICAL GOALS			
Knowledge/Skills			
<p>Students have prior knowledge of basic musical notation and some understanding of sight-reading. They will perform basic rhythmic patterns individually and as a class. Students will also utilize prior knowledge of solfege syllables to sing random patterns.</p>			
Social, Cultural, Historical Understandings			
<p>This is a racially diverse class.</p>			
Artistic Expression (creative individual choices by means of interpretation, exploration/ research, improvisation)			
<p>I designed this lesson to be taught virtually. Since rehearsing music as a group is difficult in a remote setting, majority of this lesson calls upon students to sing individually. The up-side to this rehearsal style is that students may be more able to evaluate themselves and their own abilities than in a traditional classroom. The overall goal of the lesson is to develop sight-reading and aural skills.</p>			
Assessment used:			
Diagnostic	Informal		
Learning Tasks: (sequence of lesson plan)			
Time	Materials	Activity	Accommodations (504/IEP)

2-3 minutes	Laptop, keyboard, slideshow	The teacher will present a slideshow to introduce and explain barred eighth notes. The teacher will clap two or more sets of rhythms incorporating barred eighth notes, the class will repeat them after the teacher.	
5 minutes		Next, there will be four sets of basic rhythmic patterns. The teacher will have each student perform the rhythmic pattern of their choice individually. The teacher may call upon another student to guess which rhythmic pattern was clapped.	
5-7 minutes		The next slide will present five solfege syllables (do, re, mi, fa, so) appearing on a staff. The teacher will point to random syllables (series of 5 or more) having students sing them back individually. Each student should get a turn.	
Teacher Notes/Reflective Praxis:		Next Steps:	

This lesson will take place on 9/24/2020

For the next class, we will work more on developing solfege skills. I may have students sing various melodic patterns on syllables. By the end of the class, I plan to have students identify solfege syllables for a simple tune (no more than four measures). I will provide students with the first syllable and have volunteers fill in the rest.

I have been working to get the class better at recognizing solfege syllables on the staff, I want them to eventually utilize solfege even more as a tool. This will prepare them for more difficult repertoire later in the term.