

**Monday, 2/12/18**

**Unit/Subject:** General Music  
**Central Focus:** Connecting Musical Lives

<b>Learning Objective(s)</b>	<b>Formal Assessment(s)</b>
1. TLWBAT engage in thoughtful, respectful dialogue about music in history and how it relates to our current lives. 2. TLWBAT complete their timeline projects and prepare for their class presentations.	Discourse during music slides  Timeline due tomorrow at the beginning of class

**Standards**

**National/Core:**

1. MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

**State:**

1. MU:Cn11.1.1a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

**Materials**

Laptop, projector, speaker, Ipevo document camera, Google Classroom, Google slides, smart devices or bell ringer sheets, art supplies.

**Preparation**

Agenda slide is projected, daily music fact/listening slide is ready, bell ringers are online.

<b>Time</b>	<b>Procedure:</b>	<b>Informal Assessment/Notes:</b>
3 min	1. Start class by announcing students can choose their seats. Thank them for being receptive to new seats last week. Their ability to choose their own seats depends on the choices they make - if they can stay on task and be focused, they can continue to choose their seats. If they are unable to do that, there will be another seating chart next week.	1. Emphasize that this is their choice - check for students making eye contact, open the floor for questions if they have any
5 min	2. Instruct students to review the agenda and complete the bell ringer online while attendance is recorded (see materials for today's bell ringer and agenda). Give a 30 second warning when time is almost out.	2. Students are quiet during opening activities and roll, working on device/taking notes
10 min	3. Continue to the daily music slide, asking for a student volunteer to read today's music fact aloud to the class (see materials for today's music slide). Open the floor for discourse on how today's selection affects the students, how they relate to it, etc.	3. Walk around room to ensure devices are not in use and attention is at the board. Encourage respectful sharing and discourse
8 min	4. Outline the remainder of the week. Today will be the last in-class day to work on the timeline. Tomorrow we will start presentations, and go through the rest of the week. We are also starting our guitar unit this week after presentations. This week also marks Ms Burriss and I checking for class participation. Everyone received full participation last week as we were getting adjusted, this week we will be checking for following rules.	4. Keep it focused, respectful and moving. Emphasize the participation checking, reminding them of what is expected and what rules need to be observed. Encourage good choices.
20 min	5. Remainder of the period used to complete the timeline, ask questions, etc. Check with students who were on the fence about presenting and see if you can come up with a solution.	5. Independent and group work, can be on their devices if need be. Walk through students to assess work and participation
3 min	6. Return to agenda slide, re-read the objectives aloud, then ask if there are any questions about what we covered today, then dismiss class.	6. Arrange for time to meet with students with outstanding questions if time runs out

**Differentiation/Accommodations**

1. Agenda and bell ringers are both written (online and projected) and read aloud. Students without smart devices or who prefer to write work can write their answers. Students who need extra time on their bell ringers are given additional time to turn them in as dictated by their specific plan/circumstance.
2. Daily music slides are written and read aloud and are accompanied by music.
3. Time is built into each activity for instructor to check in with students who need individual attention at given intervals.

4. Positive atmosphere maintained at all times, with clear verbal instructions and eye contact for students as needed.
5. Oral presentation and timeline accommodations made on a case by case basis (i.e. private presentation at lunch or afterschool with instructor, fewer events on timeline for full credit)

**Closure**

Reminder that tomorrow timelines are due and presentations begin. Encourage them, they are going to do fantastic! Give class praise on something #sensational they did today before you dismiss them.

**Tuesday, 2/13/18**

**Unit/Subject:** General Music  
**Central Focus:** Connecting Musical Lives

	<b>Learning Objective(s)</b>	<b>Formal Assessment(s)</b>
1.	TLWBAT engage in thoughtful, respectful dialogue about music in history and how it relates to our current lives.	Discourse during music slides
2.	TLWBAT demonstrate appropriate behavior during class presentations as discussed as a class	Discourse on expectations, behavior during other presentations
3.	TLWBAT present their musical timeline in class according to pre-established rubric guidelines	Oral presentation

**Standards**

**National/Core:**

2. MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

**State:**

2. MU:Cn11.1.1a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

**Materials**

Laptop, projector, speaker, Ipevo document camera, Google Classroom, Google slides, smart devices or bell ringer sheets.

**Preparation**

Agenda slide is projected, daily music fact/listening slide is ready, bell ringers are online, laptop is ready if students are using electronic timelines for presenting.

<b>Time</b>	<b>Procedure:</b>	<b>Informal Assessment/Notes:</b>
1 min	1. Remind students their ability to choose their own seats depends on their behavior during presentations.	1. Emphasize that this is their choice.
5 min	2. Instruct students to review the agenda and complete the bell ringer while attendance is recorded (see materials for today's bell ringer and agenda). Give a 30 second warning when time is almost out.	2. Students are quiet during opening activities and roll, working on device/taking notes
7 min	3. Continue to the daily music slide, asking for a student volunteer to read today's music fact aloud to the class (see materials for today's music slide). Open the floor for discourse on how today's selection affects the students, how they relate to it, etc.	3. Walk around room to ensure devices are not in use and attention is at the board. Encourage respectful sharing and discourse
13 min	4. Engage students in a class discourse about expectations from the audience when being presented to. Use open ended questions to guide students to a set of behaviors and agreements the class will use when someone is sharing their work. Some questions may include "What does a positive sharing environment entail? What are some things we do not want to happen? What is the scariest part of presenting? How can we support each other as a learning community?" 5. As students reach a consensus, write down the expectations so they can be followed during the presentations.	4. Keep it focused, respectful and moving. Emphasize the importance of respect and focus, use examples (like how would you feel if...?) for reference and allow students to share feelings. Encourage participation but don't single anyone out. 5. Use a new doc to write it down, or handwrite it with the iPevo.
3 min	6. Set up the presentation procedure. Students need to take out their rubrics and timelines and be prepared to present should their name be selected. When it's your turn to present, give Mr O your rubric and come to the front of the class to present. At the end of the class, turn in all timelines and rubrics so they can be recorded as on time.	6. Show the slide. Make sure students are making eye contact, ask if everyone understands the procedure and has any questions.
19 min or 24 min	7. The rest of class will be used to presentations. First ask for volunteers, then use the "popsicle sticks" app to call names. After each presentation, ask class if they have any questions for the presenter. If class is behaving well, they earn 5 minutes of free time at the end of class. If not, continue presentations until class ends.	7. During presentations, walk around class with clipboard to record participation and ensure students are adhering to the agreed upon behavior guidelines. If not, deduct points from their rubric.
1 min or 6 min	8. Return to agenda slide, ask if there are any questions about what we covered today. Students need to turn in their timelines and rubrics as they leave, then dismiss class.	8. If they earn the free time, compliment. If they do not earn it explain why. Leave time for questions if needed

### Differentiation/Accommodations

1. Agenda and bell ringers are both written (online and projected) and read aloud. Students without smart devices or who prefer to write work can write their answers. Students who need extra time on their bell ringers are given additional time to turn them in as dictated by their specific plan/circumstance.
2. Daily music slides are written and read aloud and are accompanied by music.
3. Time is built into each activity for instructor to check in with students who need individual attention at given intervals.
4. Positive atmosphere maintained at all times, with clear verbal instructions and eye contact for students as needed.
5. Oral presentation and timeline accommodations made on a case by case basis (i.e. private presentation at lunch or afterschool with instructor, fewer events on timeline for full credit)

### Closure

Reminder that even if they didn't turn it in today, they can still receive  $\frac{3}{4}$  points if they turn in their timeline tomorrow. Encourage them to keep trying to follow guidelines they agreed upon as a class. Give class praise on something #sennsational they did today before you dismiss them.

### Wednesday 2/14/18

**Unit/Subject:** General Music  
**Central Focus:** Connecting Musical Lives

Learning Objective(s)	Formal Assessment(s)
<ol style="list-style-type: none"><li>1. TLWBAT engage in thoughtful, respectful dialogue about music in history and how it relates to our current lives.</li><li>2. TLWBAT demonstrate appropriate behavior during class presentations as discussed as a class</li><li>3. TLWBAT present their musical timeline in class according to pre-established rubric guidelines</li></ol>	Discourse during music slides  Adherence to guidelines as agreed upon by the class Oral presentation



### Standards

#### National/Core:

3. MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

#### State:

3. MU:Cn11.1.1a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

### Materials

Laptop, projector, speaker, Ipevo document camera, Google Classroom, Google slides, smart devices or bell ringer sheets.

### Preparation

Agenda slide is projected, daily music fact/listening slide is ready, bell ringers are online, laptop is ready if students are using electronic timelines for presenting.

<b>Time</b>	<b>Procedure:</b>	<b>Informal Assessment/Notes:</b>
1 min	1. Remind students their ability to choose their own seats depends on their behavior during presentations.	1. Emphasize that this is their choice.
5 min	2. Instruct students to review the agenda and complete the bell ringer while attendance is recorded (see materials for today's bell ringer and agenda). Give a 30 second warning when time is almost out.	2. Students are quiet during opening activities and roll, working on device/taking notes
7 min	3. Continue to the daily music slide, asking for a student volunteer to read today's music fact aloud to the class (see materials for today's music slide). Open the floor for discourse on how today's selection affects the students, how they relate to it, etc.	3. Walk around room to ensure devices are not in use and attention is at the board. Encourage respectful sharing and discourse
5 min	4. Remind students of the presentation audience guidelines they agreed upon yesterday and how they did with it yesterday. Remind them of the consequences of their own presentations if they do not follow them	4. Keep it focused, respectful and moving. Emphasize the importance of respect and focus.
	5. Remind students of the presentation procedure. Students need to take out their rubrics and timelines and be prepared to present should their name be selected.	5. Show the slide again, ask for questions if there are any
TBD	6. The rest of class will be used to presentations. First ask for volunteers, then use the "popsicle sticks" app to call names. After each presentation, ask class if they have any questions for the presenter. If class is behaving well, they earn 5 minutes of free time at the end of class. If not, continue presentations until class ends.	6. During presentations, walk around class with clipboard to record participation and ensure students are adhering to the agreed upon behavior guidelines. If not, deduct points from their rubric.
1 - 6 min	7. Return to agenda slide, ask if there are any questions about what we covered today. Students need to turn in their timelines and rubrics as they leave, then dismiss class.	7. If they earn the free time, compliment. If they do not earn it explain why. Leave time for questions if needed

### Differentiation/Accommodations

1. Agenda and bell ringers are both written (online and projected) and read aloud. Students without smart devices or who prefer to write work can write their answers. Students who need extra time on their bell ringers are given additional time to turn them in as dictated by their specific plan/circumstance.
2. Daily music slides are written and read aloud and are accompanied by music.
3. Time is built into each activity for instructor to check in with students who need individual attention at given intervals.
4. Positive atmosphere maintained at all times, with clear verbal instructions and eye contact for students as needed.
5. Oral presentation and timeline accommodations made on a case by case basis (i.e. private presentation at lunch or afterschool with instructor, fewer events on timeline for full credit)

### Closure

Reminder that even if they didn't turn it in today, they can still receive 2/4 points if they turn in their timeline tomorrow. Encourage them to keep trying to follow guidelines they agreed upon as a class. Give class praise on something #sennsational they did today before you dismiss them.

**Thursday, 2/15/18**

**Unit/Subject:** General Music  
**Central Focus:** Connecting Musical Lives

#### Learning Objective(s)

1. TLWBAT engage in thoughtful, respectful dialogue about music in history and how it relates to our current lives.
2. TLWBAT demonstrate appropriate behavior during class presentations as discussed as a class
3. TLWBAT present their musical timeline in class according to pre-established rubric guidelines
4. TLWBAT familiarize themselves with the pre learning required to play guitar.

#### Formal Assessment(s)

- Discourse during music slides
- Adherence to guidelines as agreed upon by the class
- Oral presentation
4. Worksheet and discussion

### Standards

#### National/Core:

4. MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

#### State:

4. MU:Cn11.1.1a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

**Materials**

Laptop, projector, speaker, Ipevo document camera, Google Classroom, Google slides, smart devices or bell ringer sheets, guitar pre-learning worksheets.

**Preparation**

Agenda slide is projected, daily music fact/listening slide is ready, bell ringers are online, laptop is ready if students are using electronic timelines for presenting.

<b>Time</b>	<b>Procedure:</b>	<b>Informal Assessment/Notes:</b>
1 min	1. Remind students their ability to choose their own seats depends on their behavior during presentations.	1. Emphasize that this is their choice.
5 min	2. Instruct students to review the agenda and complete the bell ringer while attendance is recorded (see materials for today’s bell ringer and agenda). Give a 30 second warning when time is almost out.	2. Students are quiet during opening activities and roll, working on device/taking notes
7 min	3. Continue to the daily music slide, asking for a student volunteer to read today’s music fact aloud to the class (see materials for today’s music slide). Open the floor for discourse on how today’s selection affects the students, how they relate to it, etc.	3. Walk around room to ensure devices are not in use and attention is at the board. Encourage respectful sharing and discourse
3 min	4. Remind students of the presentation audience guidelines they agreed upon yesterday and how they did with it yesterday. Remind them of the consequences of their own presentations if they do not follow them  5. Remind students of the presentation procedure. Students need to take out their rubrics and timelines and be prepared to present should their name be selected.	4. Keep it focused, respectful and moving. Emphasize the importance of respect and focus.  5. Show the slide again, ask for questions if there are any
20 min	6. Continue presentations. First ask for volunteers, then use the “popsicle sticks” app to call names. After each presentation, ask class if they have any questions for the presenter. If class is behaving well, they earn 5 minutes of free time at the end of class. If not, continue presentations until class ends.	6. During presentations, walk around class with clipboard to record participation and ensure students are adhering to the agreed upon behavior guidelines. If not, deduct points from their rubric.



10 min  1 - 6 min	7. Give students the guitar worksheet. Explain that they will have more time in class to complete it late, start discussion guitar unit and procedures.  8. Return to agenda slide, ask if there are any questions about what we covered today. Students need to turn in their timelines and rubrics as they leave, then dismiss class.	7. Make sure students are making eye contact, looking at sheet and off devices  8. If they earn the free time, compliment. If they do not earn it explain why. Leave time for questions if needed
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**Differentiation/Accommodations**

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2. Daily music slides are written and read aloud and are accompanied by music.
3. Time is built into each activity for instructor to check in with students who need individual attention at given intervals.
4. Positive atmosphere maintained at all times, with clear verbal instructions and eye contact for students as needed.
5. Oral presentation and timeline accommodations made on a case by case basis (i.e. private presentation at lunch or afterschool with instructor, fewer events on timeline for full credit)
6. Worksheets modified for ESL learners (graphics and word banks)

**Closure**

Reminder that even if they didn't turn it in today, they can still receive 1 point if they turn in their timeline tomorrow. It will also be the last day to present (if there were any absences). Encourage them to keep trying to follow guidelines they agreed upon as a class. Give class praise on something #sennsational they did today before you dismiss them.

**Friday, 2/16/18**

**Unit/Subject:** General Music  
**Central Focus:** Connecting Musical Lives

<b>Unit/Subject:</b> General Music <b>Central Focus:</b> Connecting Musical Lives		
	<b>Learning Objective(s)</b>	<b>Formal Assessment(s)</b>
1.	TLWBAT engage in thoughtful, respectful dialogue about music in history and how it relates to our current lives.	Discourse during music slides
2.	TLWBAT demonstrate appropriate behavior during class presentations as discussed as a class	Adherence to guidelines as agreed upon by the class

3.	TLWBAT present their musical timeline in class according to pre-established rubric guidelines	Oral presentation
4.	TLWBAT familiarize themselves with the pre-learning required to play guitar.	4. Worksheet and discussion

**Standards**

**National/Core:**

- 5. MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

**State:**

- 5. MU:Cn11.1.1a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

**Materials**

Laptop, projector, speaker, Ipevo document camera, Google Classroom, Google slides, smart devices or bell ringer sheets, guitar pre-learning worksheets.

**Preparation**

Agenda slide is projected, daily music fact/listening slide is ready, bell ringers are online, laptop is ready if students are using electronic timelines for presenting.

<b>Time</b>	<b>Procedure:</b>	<b>Informal Assessment/Notes:</b>
1 min	1. Remind students their ability to choose their own seats depends on their behavior during presentations.	1. Emphasize that this is their choice.
5 min	2. Instruct students to review the agenda and complete the bell ringer while attendance is recorded (see materials for today's bell ringer and agenda). Give a 30 second warning when time is almost out.	2. Students are quiet during opening activities and roll, working on device/taking notes
7 min	3. Continue to the daily music slide, asking for a student volunteer to read today's music fact aloud to the class (see materials for today's music slide). Open the floor for discourse on how today's selection affects the students, how they relate to it, etc.	3. Walk around room to ensure devices are not in use and attention is at the board. Encourage respectful sharing and discourse
3 min	4. Remind students of the presentation audience guidelines they agreed upon yesterday and how they did with it yesterday. Remind them of the consequences of their own presentations if they do not follow them 5. Remind students of the presentation procedure. Students need to take out their rubrics and timelines	4. Keep it focused, respectful and moving. Emphasize the importance of respect and focus. 5. Show the slide again, ask for questions if there are any

10 min	<p>and be prepared to present should their name be selected.</p> <p>6. Finish presentations. First ask for volunteers, then use the “popsicle sticks” app to call names. After each presentation, ask class if they have any questions for the presenter. If class is behaving well, they earn 5 minutes of free time at the end of class. If not, continue presentations until time for worksheets has come (last 15 min of class)</p>	6. During presentations, walk around class with clipboard to record participation and ensure students are adhering to the agreed upon behavior guidelines. If not, deduct points from their rubric.
10 to 15 min	7. Review the guitar worksheet. Engage in discussion about guitar expectations, rules and ask if there are questions.	7. Make sure students are making eye contact, looking at sheet and off devices
1 - 6 min	8. Return to agenda slide, ask if there are any questions about what we covered today. Students need to turn in their timelines and rubrics as they leave, then dismiss class.	8. If they earn the free time, compliment. If they do not earn it explain why. Leave time for questions if needed

**Differentiation/Accommodations**

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4. Positive atmosphere maintained at all times, with clear verbal instructions and eye contact for students as needed.
5. Oral presentation and timeline accommodations made on a case by case basis (i.e. private presentation at lunch or afterschool with instructor, fewer events on timeline for full credit)
6. Worksheets modified for ESL learners (graphics and word banks)

**Closure**

Thank students for their work on the presentations. No class Monday, enjoy the long weekend! Review if they will be sitting in an arrangement on Tuesday or not. Give class praise on something #sennsational they did today before you dismiss them.