

**Lesson 1: Monday, 2/5/18**

**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 and how it relates to our everyday lives. 2. TLWBAT participate in discourse about rules, expectations and procedures.	Discourse during music slides  Discourse during procedures

**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

**Preparation**

Agenda slide is projected, daily music fact/listening slide is ready, bell ringers are online, seating chart is created

<b>Time</b>	<b>Procedure:</b>	<b>Informal Assessment/Notes:</b>
5 min	1. Start class by projecting the new seating chart onto the screen. Students should sit in their new seats.	1. They are going to resist - stay strong!
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
15 min	4. Class discourse on rules, expectations, the layout of the quarter, feedback from the survey, etc.	4. Keep it focused, respectful and moving.
13 min	5. Remainder of the period used to clean out folders, finish flipbooks, or take the survey as needed. Once done, they can have a few minutes of free time to socialize.	5. Independent and group work, can be on their devices if need be.
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.

### **Closure**

Give class praise on something they did well today before you dismiss them. Let them know they are going to be doing something exciting tomorrow!

**Lesson 2: Tuesday, 2/6/18**

**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 and how it relates to our everyday lives.	Discourse during music slides
2.	TLWBAT summarize the expectations of timeline project and begin work planning it	Discourse during procedures, timeline worksheet.

**Standards**

**National/Core:**

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**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, timeline worksheet, timeline rubric

**Preparation**

Agenda slide is projected, daily music fact/listening slide is ready, bell ringers are online, seating chart is created, worksheet printed, timeline worksheet and rubric ready

<b>Time</b>	<b>Procedure:</b>	<b>Informal Assessment/Notes:</b>
5 min	1. Start class by projecting the new seating chart onto the screen as a reminder to students where they should sit	1. They are going to resist - stay strong!
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
5 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. Review the rules and expectations, give time for any questions needed.	4. Keep it focused, respectful and moving.
	5. Hand out the Timeline materials and review. Answer any questions. Emphasize the due dates and rules. Then allow them to work on the worksheet for the remainder of the period.	5. Independent and group work, can be on their devices if need be.
	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**

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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.

#### **Closure**

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**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 and how it relates to our everyday lives. 2. TLWBAT organize their musical events they will be using for their timeline project on the provided worksheet	Discourse during music slides  Timeline worksheet.

**Standards**

**National/Core:**

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**State:**

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**Materials**

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

**Preparation**

Agenda slide is projected, daily music fact/listening slide is ready, bell ringers are online, seating chart is created, worksheet printed, timeline worksheet and rubric ready

<b>Time</b>	<b>Procedure:</b>	<b>Informal Assessment/Notes:</b>
5 min	1. Start class by projecting the new seating chart onto the screen as a reminder to students where they should sit	1. They are going to resist - stay strong!
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
5 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. Review the timeline project and give time for questions and clarifications. Pass out project to students missing yesterday. 5. Students have remainder of period to work on the worksheet. It is due at the end of class (unless student was absent yesterday) 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.	4. Keep it focused, respectful and moving. 5. Independent and group work, can be on their devices if need be. 6. Arrange for time to meet with students with outstanding questions if time runs out

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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.

#### **Closure**

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<b>Learning Objective(s)</b>	<b>Formal Assessment(s)</b>
1. TLWBAT engage in thoughtful, respectful dialogue about music and how it relates to our everyday lives.	Discourse during music slides
2. TLWBAT organize their musical events they will be using for their timeline project on the provided worksheet	Timeline worksheet.
3. TLWBAT make a graphic representation of their musical experiences in a timeline format	Timeline project

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**State:**

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**Materials**

Laptop, projector, speaker, Ipevo document camera, Google Classroom, Google slides, smart devices or bell ringer sheets, timeline worksheet, timeline rubric, paper, art supplies

**Preparation**

Agenda slide is projected, daily music fact/listening slide is ready, bell ringers are online, seating chart is created, worksheet printed, timeline worksheet and rubric ready

<b>Time</b>	<b>Procedure:</b>	<b>Informal Assessment/Notes:</b>
5 min	1. Today's class is in the library, no seating arrangement needed.	1. They still need to be quiet though!
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
5 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. Review the timeline project and give time for questions and clarifications. Pass out project to students missing yesterday. 5. Students have remainder of period to work on the worksheet or the timeline depending on if they missed any school for testing in the past two days. 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.	4. Keep it focused, respectful and moving. 5. Independent and group work, can be on their devices if need be. 6. Arrange for time to meet with students with outstanding questions if time runs out

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