**Lesson Plan Template**

**Teacher: Black Course: Jazz 3rd Per Date: June**

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| **Lesson Objectives** | **Standards/Benchmarks:** *Which benchmark objective(s ) will I focus on during this lesson?*  **Select 1-3 benchmarks for focused instruction:**   * **DA. 912. S. 2.1 – Sustain focused attention, respect, and discipline during class, rehearsal, and performance** * **MU. 912. C. 2.1 – Evaluate and make appropriate adjustments to personal performance in solo/ensemble** * **TI:ME areas addressed: Music Production and Music Notation**   **Goal: Students will transcribe a solo and compose their own responses.** |
| **Essential Questions *(What will we learn today?):*** *How will I rephrase the benchmark objective(s) into 1-3 student- friendly questions?*   * **What harmonic language did Dexter Gordon use in his solo?** * **What elements of his solo can I identify? (patterns, scales, repetition, sequences)** |
| **Lesson Delivery** | **Lesson Agenda *(How will we learn it?):*** *How will I deliver this lesson to help my students answer the essential question(s)?*   * (20 minutes) Students open Canvas and access the guided transcription Noteflight score of Dexter Gordon’s Watermelon Man. * (10) BandLab on their phones or laptops, and individually, begin recording their version of the transcription * (5 minutes) Class performs in unison their transcription of the solo. * (10 minutes) Differentiation: A: Using notation, students begin rewriting his solo by identifying scales and rearranging notes but keeping same rhythm. B: Students rewrite solo all together. C. Students use backing track to play their own improv but then dictate it.  |  | | --- | | **Explicit Instruction:** *How will I focus or “hook” my students on what (and* ***why****) they need to learn? How will I activate prior knowledge and/or introduce key vocabulary?*  - Students will be provided with reference recordings of works that their current music was based on. | | **Modeled Instruction:** *How will I show my students exactly what they are expected to do during guided practice and eventually during independent work?* (\*Teacher thinks aloud the process of breaking down the task and clarifying confusions for students.)  *- Teacher will demonstrate/sing appropriate style/articulation/etc, have band echo; student leadership will model correct behavior/performance* | | **Guided Practice:** *How will I provide my students with opportunities to collaboratively work in pairs, trios, and/or quads to practice what they were taught during the modeled portion of the lesson?*  - students will be given sectional time before/after school/during class to work in small groups. | | **Independent Practice/Homework:** *How will I help my students independently apply what they have learned during modeled and guided practice?*   * *Students will answer: “How well did I respond to my partners?” “How could I improve?” and check their responses on our rubric* | |
| **Formative Assessment *(How we will know we learned it?)*:** *How will I know when my students are ready to answer the essential questions or whether I should plan for re-teaching? How will I incorporate Checks for Understanding throughout the lesson to determine student needs?*  *- Informal assessment in class (“1-to-5 finger” method, listening to ensemble sing, etc.) ; Formal assessment rubric* |
| **Relevance/Closure *(How will we use it?):*** *How will help my students reflect on key ideas they have learned and make real-world connections?*  *- Review of performances / pass-offs, expose students to high quality music, participate in performances in order to gain perspective on their own performance* |

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