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Music Education Lesson Plan Analysis

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UCA Music Education Lesson Plan Analysis

DIRECTIONS: Complete all prompts unless otherwise instructed. Type your responses directly into this document.
****Do not use bold or purple text for your responses.**

1. How do the lesson concepts fit within the scope of the discipline? (Tess – 1a)

In preparing your answer, review the standards of your national professional organization, but **do not copy/paste standards into this space**. Explain the “fit” in your own words. “Scope”= major ideas, principles, structure, and/or organization of the discipline.

First, get online and study the national standards for music. **Don’t try to answer this question if you haven’t studied the national standards.** Access to the national standards by content and grade level through the NAFME web site: <http://www.nafme.org/my-classroom/standards/core-music-standards/>

Your goal is to describe how the concept(s) you will teach in this lesson fits within the greater body of knowledge of the content area as a whole. How does the focus of this lesson fit within the overall structure of the musical discipline? You’re showing that you have a comprehensive understanding of the discipline/content area and you can explain how this lesson fits within the whole. Standards usually state the larger, overarching concepts in a discipline, so as you look at the standards, you’re looking for connections to your lesson. Show your understanding by using your own words (based on what you read in the standards and what you know about this lesson) to explain how the lesson concepts fit into the whole/scope.

2. How do you become familiar with the diversity (culture, learning styles, interest, special needs, etc.) of students in your class? Use the columns below to provide details on your students and then answer the prompt. (Tess – 1b)

Approximately how many students have the following exceptionalities ? <input type="checkbox"/> visual impairment <input type="checkbox"/> hearing impairment <input type="checkbox"/> developmental disability <input type="checkbox"/> emotional or behavioral disability <input type="checkbox"/> gifted <input type="checkbox"/> learning disability <input type="checkbox"/> physical disability <input type="checkbox"/> ADD/ADHD <input type="checkbox"/> other (please specify)	With respect to the following categories, how would you describe your students? <input type="checkbox"/> African American/Black <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Hispanic <input type="checkbox"/> White, non-Hispanic <input type="checkbox"/> 2 or more races	With respect to the following learning modes/preferences, how would you describe your students? <input type="checkbox"/> visual <input type="checkbox"/> auditory <input type="checkbox"/> read/write <input type="checkbox"/> kinesthetic <input type="checkbox"/> multiple modes <input type="checkbox"/> other (explain)
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Describe **2-3 methods** you’ve used to get to know your students. These must be methods you’ve actually used—not methods you could possibly use. As you progress through your internship, the methods you use (and write about in your answer to this question) should evolve and demonstrate your growth. Look for new methods of learning about your students, and write about these various methods throughout your internship.

In addition, describe **two specific examples** of your students’ knowledge, experiences, skills, developmental levels, interests, motivation to learn, learning preferences/modes, and/or cultural experiences that you learned about from methods you listed. Write about **two specific students**. Write about what you know about these students and how you learned this information based on methods you listed.

3. How do you use knowledge of the diversity in your classroom in planning instruction for students to be successful in reaching the learning goal(s) of the lesson? (Tess – 1b)

Using the same students you wrote about in #2, **describe how you’ve used what you know about the students in your instructional plan for this lesson** in order to help those specific students better reach the learning goals of this lesson.

4. How does your lesson objective connect to prior lessons and future learning expectations? (Tess – 1c)

Describe how this lesson connects to what they have learned recently in your class and what they will be learning in the near future. “Prior lessons” does not mean months ago or in previous grades. It means the day before, the week before, or the previous unit of study. Be specific about when and what students learned in prior lessons that connects to this lesson’s objective(s). “Future learning expectations” does not mean the next year, future years, in college, or in life. It means the learning expectations of the next day, the next week, or the next unit of study. Be specific about when the students will be learning the future learning expectation and how it connects to this lesson’s objective(s). Note that the prompt is “HOW does your lesson objective connect...” Thus, you should EXPLAIN, not just list what they’ve just learned or will be learning. EXPLAIN the connections. Show your thinking.

Avoid these kinds of answers:

“My students have never studied this before, so there’s no past connection.”

“Past learning includes C.4.1.3 – Discuss the roles of people in families and schools who hold positions of authority.”
(This answer only lists the connection. It lacks explanation.)

“Students will need to know this information next year.” (Too general.)

“These concepts will also help them in the future if they decide to play an instrument or join choir.” (Still too broad. Focus the connection.)

5. What do you want students to know and be able to do as a result of this lesson? (Tess – 1c)

Explain the lesson objectives in your own words. Do not simply restate your objectives here.

6. How will you use the selected materials/instructional resources help you achieve the learning goals for the lesson? (Tess – 1d)

Explain how your materials/ instructional resources choices are aligned with the specific objectives you named for this lesson. Show that your material/resource choices are purposeful and were made with the objectives in mind. Why are the materials/resources you’ve planned effective choices for teaching/learning [fill in your objectives]? Use the language of your objectives in your answer, rather than generic phrases like “the subject” or “the content” or “the lesson.” Be specific. Address each material/resource and its purpose in this lesson.

7. Describe your method/strategy/approach to the lesson and explain why you made this choice. (Tess – 1a, 1e)

Explain how your method/strategy/approach is aligned with the specific objectives you named for this lesson. Show that your choices are purposeful and were made with the objectives in mind. Why are the methods you’ve planned effective choices for teaching/learning [fill in your objectives]? Use the language of your objectives in your answer, rather than generic phrases like “the subject” or “the content” or “the lesson.” Be specific. Address each method.

Avoid answers that purely refer to classroom management reasoning. “I’ve chosen the method to optimize student behavior and prevent chaos. These kids get out of hand quickly.”

8. Describe the structure of your lesson. How will you use the materials, methods, and activities to actively engage ALL students and differentiate instruction for students to achieve the learning outcomes? (Tess – 1e)

Explain how the materials, methods, and activities you’ve chosen are appropriate for teaching these students based on their needs to meet the lesson’s objective(s). Make references to your students’ learning styles/preferences; individual needs; physical, cognitive, and/or social/emotional development; unique experiences; gender, cultural, and/or ethnic differences; and physical, emotional, behavioral, or learning differences. Be specific.

9. Describe and explain the various groupings of students throughout the lesson. (Tess – 1e)

Describe how you'll group students. Example: "Students will work in pairs for the activities. Students will work individually for the assessment." Also, **explain how your grouping choices are aligned with the specific objectives** you named for this lesson. Show that your choices are purposeful and were made with the objectives in mind. Why are the grouping choices you made effective choices for teaching/learning [fill in your objectives]? Use the language of your objectives in your answer, rather than generic phrases like "the subject" or "the content" or "the lesson." Be specific.

Finally, **explain how the grouping choices you've made are appropriate for teaching these specific students based on their needs.** Make references to your students' learning styles/preferences; individual needs; physical, cognitive, and/or social/emotional development; unique experiences; gender, cultural, and/or ethnic differences; and physical, emotional, behavioral, or learning differences. Be specific.

Avoid answers that purely refer to classroom management reasoning, like "Students will work individually because these students get rowdy easily and working alone at their desks is the only way to manage their behavior."

10. What methods of assessment (formative/summative) will you use to determine whether ALL students have mastered the learning goals? (Tess – 1f)

Assessment should occur throughout your lesson. You should have at least 2-3 planned strategies for checking understanding during the lesson.

These need to go beyond just asking a question to the whole group and calling on the hands. Or asking students to "think about the answer" and then calling on one or two students. These two methods provide very little usable information about how well ALL students are meeting the objectives. It's not that you shouldn't ever use those two methods to ask questions, but they are not effective methods of assessing students' levels of understanding.

A more effective and informative method might look like this: ask all students to answer a question individually on paper after an activity. The question should be closely aligned to an objective of the lesson and to the content of the activity students just completed. As students work individually on their own paper to answer the question (that you've displayed on the screen and read aloud), you walk around and check some answers. When everyone has had a chance to answer on paper, ask them to share their answer with a partner. While they share you walk around and listen to some partners. Finally, you call on a few students to share with the whole group. (This is called Think-Write-Pair-Share.)

A second method could be an exit ticket. It looks like this: at the end of the lesson, ask students to answer a few questions based on the day's objectives before they leave as a show of their learning. The questions are closely aligned to the objectives and the activities of the lesson. You take up their answers so you have some data on each individual's achievement level. This is a systematic assessment of ALL students. It doesn't have to be for points. If you have a few minutes left until the bell, take up the papers and then ask some students to share their answers while you point to the objectives on the board to emphasize what students have learned.

There are lots of creative ways to quickly assess student learning. Refer to your previous class materials or Google it.

11. How will you use assessment data to plan for future instruction? (Tess – 1f)

You must describe how you will use the results of your assessment for planning instruction. You must address what you will do for **those who DO meet the lesson objectives AND what you plan to do for those who DO NOT meet the objectives.** You must be specific about your plans for each group.

Avoid this kind of generalized answer:

"I'll work on the objectives more with those who don't meet them and for those who do, I'll move them forward." or "I'll use the results to help me plan future lessons."

Example: "For my students who are able to successfully revise the verbs in their paragraphs with stronger, more active verbs, I will move to a mini-lesson on the use of adjectives to improve style. For students who need improvement in

their revision of verbs in their paragraphs, I will meet with them in small groups and together we'll revise verbs in sentences from my model paragraph until I feel they have better grasped the concept."

12. Is there anything else I need to know about the lesson or the classroom environment?