

# ELEMENTARY GENERAL MUSIC LESSON PLAN TEMPLATE

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## ORIGINAL TEACHING STRATEGY FOR \_\_\_\_

Prepared by:

Suggested Grade Level:

**Primary Objective: The students will...** *(Statements about what the students will do/learn. Refer to the TEKS and to your Scope and Sequence.)*

**Secondary Objective: The students will...**

### Materials Needed:

*(NOTE: this lesson plan must include a song/dance/game/etc. from another country or culture other than mainstream America.)*

### Technology Needed:

**Sources:** *(Include the source for any book, recording, song, game, or idea, in APA format.)*

**TEKS Achieved:** *(Include TEKS for at least two subjects, including music--labeled and summarized.)*

### Bloom's Taxonomy: *(indicate domains addressed in the lesson)*

Knowledge	Analysis
Comprehension	Synthesis
Application	Evaluation

### Intelligences: *(indicate intelligences addressed in the lesson)*

Auditory	Visual/Spatial
Kinesthetic	Logical/Math
Verbal/Linguistic	Musical
Intrapersonal	Interpersonal

### Classroom Strategies: *(indicate strategies used in the lesson)*

Cooperative Groups	Hands-On	Peer tutoring
Technology	Centers	Whole-group
Simulation	Pairing	Problem Solving
Charts/Graphs/Maps	Lecture	

**Accommodations:** *(List steps that could be taken to modify the lesson, the environment, or the delivery so that the child can reach the objectives above.)*

- 1. (for a child with special needs)*
- 2. (for an English Language Learner)*

**Items to Anticipate:** *(anything that may be problematic)*

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## READINESS

**Before learning \_\_, students must be able to:**

- *(identify, read, write, sing, play, etc.)*

**Known vocabulary must include:**

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## PREPARATION SEGMENTS

**Aural:**

**Verbal:**

**Visual:**

**Physical:**

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## PRESENTATION LESSON

**Greeting/Greeting Song:**

**Familiar Material:**

Transition:

**High Concentration:**

Transition:

**Relaxation/Change of Pace:**

Transition:

**Moderate Concentration:**

Transition:

**Closing:**

(NOTE: You can add "RELATED ACTIVITY" if necessary.)

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### **PRACTICE SEGMENTS**

**Early Practice** *(known repertoire in known context)*

**Late Practice** *(new repertoire or abstractions in more difficult context)*

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### **ASSESSMENT**

*(State methods of evaluating whether or not the students learned the concepts or skills listed in the objectives above. State WHAT will be assessed and HOW it will be assessed. Examples: improvisation, rubric, written activity, game, composition with self-evaluation.)*

### **SELF-REFLECTION ON THE LESSON**

*(Describe moments of success, difficulty, unexpectedness, etc.)*