

## Lesson Plan and In-Class Lesson Guidelines - Music 360 - McLamore

### I. Lesson Plans

Your lesson plan handout must include the following information:

1. Your name, and the "name" of your activity. If you've gotten the idea from one of the textbooks, you must include the title and page number of the book—both as an acknowledgment of the source, and also so that we can find it easily.  
**NOTE:** I strongly advise that you use the State-Adopted Textbooks (discussed under Item "C" in the previous section) for ideas and models for your first few lesson plans. I am not opposed to your using websites to assist with ideas for lessons later in the quarter—but I have observed that—**consistently**—students fail to "flesh out" the web ideas into full-fledged lesson plans until they are more practiced at writing plans.
2. The targeted grade level—and think carefully about what you're asking the students to do. Don't give reading assignments to kindergartners, etc.
3. Your objectives. These can be worded in the formal behavioral manner: "Given . . . , the child will . . . ." Or, you can be less formal, and just tell us what you hope to accomplish by teaching this activity. Is it designed to help with spelling? Cooperation? Social Studies?
4. The Framework components that this lesson addresses (you can include these with #3, if you'd like).
5. The materials needed for your activity—recorders, autoharps, crayons, rubber balls—whatever. If the lesson includes a song or an important handout, worksheet, etc., **please include a photocopy** of it (with a proper citation of the source from which you got it), unless it's one we all would know very well. It's easy to forget tunes over time.  
**NOTE:** If you want the students to listen to or sing pieces in contrasting styles, you must name the exact pieces you would use. Remember that this plan should be written as if YOU were teaching it TOMORROW.
6. A listing of Prior Knowledge—the things you are presuming the students have already learned, that they need to know in order to participate in your lesson. These are sometimes called the Entry Behaviors, the Preparatory Set, and so on, in Educationese.
7. A Step-by-Step, logical, detailed Plan of Action—how you decided to structure the lesson. Give us **all** the information that you would need to have prepared **if you would be teaching the lesson yourself tomorrow** (which shouldn't seem so far-fetched, because you will teach one of these lessons for your "in-class" lesson). Please include anything you think would be appropriate—guiding questions (and the desired answers!), step-by-step approach, timings (i.e. "5 minutes for singing, 5 minutes for discussion," etc.) The subject matter for the lesson is by all means up to you. You can teach a music idea (or series of ideas), or you could use a musical lesson to help teach an extra-musical idea—a math game, geography, interpersonal behaviour (sharing, cooperation, etc.), art projects, and so on. You may want to devise a competitive game—just make sure that everyone has a chance to participate. The "bottom line" on these activities is that they should be FUN!
8. If you ask the class questions, make sure you know the answer(s)! If you say you're going to give them "a brief history of ragtime," what, exactly, do you plan to say? Your lesson plan must include this sort of information. If you want to play examples of 'slow' songs, what specific tunes will you use? A well-designed lesson plan will include this information. Do you know how to define all terms employed in your materials?
9. Layout is important. Your procedures need to be easy to read (paragraphs are difficult to follow mid-lesson; numbered or bulleted steps usually work better). "Micro"-fonts are a bad idea! Larger fonts are highly recommended!!

A few pointers:

- Don't hesitate to use ideas you've gotten from the state-adopted textbooks, but don't feel tied to the way they presented the material. You can teach things any way you want. If you do 'borrow' a lesson idea (which is fine), **you must cite this source of your inspiration** on your handout (the citation should include the author, title, publisher, and page number for books, or the author, title, and complete URL for web sites). This of course also applies to any photo-copied charts, music, illustrations, and whatever.

- There are a number of websites that offer lesson plan ideas. Great! But be aware that **I have never seen a website that gives you ALL the steps you need**—you'll need to create a lesson plan from the idea. Be sure to include the complete & accurate web address and author—as indicated in the point above—as the citation for the source of your idea.
- BEWARE – some website plans are not targeted at the right grade level.
- Vary your proposed activities to a reasonable degree—for instance, don't devise nine lessons that all are geared toward learning notation.
- Our own textbook for this class is also a source of ideas; browse through it as well.
- PROOFREAD your lesson plan. A plan riddled with typos, spelling, and grammatical errors will not receive the full 20 points possible and will make me worry about you as a future teacher!

**Make \_\_\_ hole-punched copies of each lesson plan** (and staple multiple pages, but try to make double-sided copies whenever you can) so that these can be distributed among your classmates. You'll be giving me **two** copies: you'll get one back, graded; I'll keep the other.

A sample lesson plan is included at the end of these guidelines, **but**: it describes a lesson that will take more than 20 minutes. I wanted to show you a variety of approaches to the same material—you could certainly take this lesson apart, presenting various aspects of it over a series of days.

**Lesson Plan Grading** - your lesson plans will be graded according to the following criteria:

**Mechanics** (6 pts)

- Appropriate Citations (2)
- Necessary Addenda Included (2)
- Appearance: Layout; Hole-punched, Titled, Properly Identified (2)

**Content** (14 pts)

- Objectives (2)
- Prior Knowledge (2)
- Materials (2)
- Framework Elements (2)
- Appropriate to Grade Level (1)
- Logical and Complete Plan of Action (5)

**Score-Busters:**

- Each typo, spelling error, or grammatical mistake will cost you a 10th of a point. **Proofread!**
- "Late" lesson plans will lose points at the rate of 2 points per day late. Teachers have to be prepared, no matter what!

The earned points for each lesson plan will be added together and divided by 5; this will represent the average of your lesson plan grades, and will be treated as half of your Activity Notebook grade.

**II. In-Class Lesson**

- Your task is to choose one of the weekly music-based lesson plans you've prepared for your notebook and to teach it to the rest of the class in your 20-minute appointment.
- You can certainly use audio/visual materials from the state-adopted textbooks.
- You are free to use any materials in our "Music Education Cabinets"
- On the day you teach, please bring a **duplicate** of your lesson plan for me.

**Grading:** Your grade will be a combination of several factors:

1. The scope (goals) of your lesson (15 points). Is your plan a good one? Does it address particular skills or knowledge? Is this a worthwhile activity to spend 20 minutes teaching? Is it 'do-able' in 20 minutes?

2. Your general level of preparedness for this lesson (10 points). Be ready before class starts -- arrive early to set out materials, etc. Make overheads if needed. Learn how to operate the sound equipment ahead of time—I am happy to train you.
3. The clarity of your instruction (communication skills, etc.) (15 points). Did you get us to do what you had intended? What worked? What didn't? Did you gauge the time correctly?
4. Correspondence between the lesson and your written lesson plan (10 points). Is your plan written up in such a way that it will be helpful to the rest of us later on? Does it reflect what you actually did during your lesson? Did you follow your plan?

45-50 points = A  
40-44 = B  
35-39 = C  
30-34 = D

Please let me know if I can help you prepare in any way, such as helping you obtain the materials you need, showing you how the sound equipment works, discussing your ideas ahead of time—whatever.

### **In-Class Lesson Checklist:**

- \_\_\_ If you want to use a recording from Kennedy or elsewhere, have you listened to it? (sometimes you'll be surprised at how it sounds, or how it's set up)
- \_\_\_ If you want to use materials in Room 126's cabinets, have you checked to make sure we have enough of what you need?
- \_\_\_ Do you have a duplicate of your lesson plan to give to Dr. McLamore before you teach?