

## Instructional Common Core Aligned Lesson Plan Template

*All McNee pre-service teachers (student teachers & interns) need to provide detailed information about the content and procedures used to teach a single lesson. All areas are addressed as part of planning and preparing for teaching.*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Contact Information:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Contact information will list your name, school/organization, and e-mail address. Indicate date lesson taught.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Provide the complete lesson title.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Primary Subject Area and Grade Level:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| List the primary content area for this lesson. List the beginning and ending grade levels for which this lesson is appropriate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Overview:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Provide a brief, but complete, overview of the lesson. The overview should provide the reader with a description of the lesson's content and relationship to the Louisiana Content Standards/ Common Core State Standards. How does this lesson support the state content standards?<br><span style="float: right;">Danielson, 3c</span>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Approximate Duration:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| State the approximate time frame for this lesson/unit. Example: 3- fifty minute class period.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Class Information:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Describe any unique characteristics of the class (consider: special needs, resources, ESL, etc.).<br><span style="float: right;">Danielson, 5b</span>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Common Core Learning Standard(s) Addressed:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Instructional information on the Louisiana Framework may be obtained by following these steps:<br>1. <a href="http://www.doe.state.la.us">http://www.doe.state.la.us</a><br>2. Curriculum/Standards tab<br>3. Grade Level Expectations or Common Core State Standards (GLEs or CCSS depending on level of state implementation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| (CCSS) 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.<br>(GLE) M.4.1 Read and write place value in word, standard, and expanded form through 1,000,000.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Interdisciplinary Connections:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Provide a listing of the subject area(s), (minimum of one) in addition to the primary subject area that is incorporated in this lesson. CCSS is required for each additional content area being addressed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Educational Technology Standards:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| All lesson plans must be linked to the Louisiana K-12 Educational Technology Standards. List the standards and performance indicators that are addressed by the activities within this lesson. The Louisiana K-12 Educational Technology Standards may be located at <a href="http://www.louisianaschools.net/ede/uploads/13338.pdf">http://www.louisianaschools.net/ede/uploads/13338.pdf</a>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Outcomes/Objectives:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| (Objectives) What will students know and be able to do as a result of this lesson?<br><span style="float: right;">Danielson, 1c</span>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Technologies and Other Materials /Resources:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| List all materials, handouts, resources, and technology tools (hardware, software, and websites) that are needed by the student or the teacher to execute the lesson. Technologies may include hardware, software, and websites (e.g. flipcams, iPads, iPods, ActivInspire, etc.) Materials and resources may include physical resources (e.g. books, manipulatives, supplies, etc.) and/or people resources (e.g. guest speakers, librarian, etc.).<br><span style="float: right;">Danielson, 1d, 1e, 3c</span>                                                                                                                                                                                                                                                                                 |
| <b>Activities/Tasks (Lesson Procedure):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Enter the lesson procedures using numbered bullets. The procedures should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools and student-created technology products, and reproducible materials/handouts are utilized in the lesson. Be very precise when explaining the teacher and student tasks during the learning activities.<br><span style="float: right;">Danielson, 1e, 2c, 3c, 3b</span>                                                                                                                                                                                                                                                                                                                          |
| <b>Lesson Procedure:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• <b>Introduction/Gain Attention</b> <ul style="list-style-type: none"> <li>○ <i>E.g.: 1, 2, 3 eyes on me. This tells the students to stop, look, and listen because something important is going to follow.</i></li> </ul> </li> <li>• <b>Review Class Rules</b> <ul style="list-style-type: none"> <li>○ <i>Set expectations for what you expect while you are in charge of the group.</i></li> </ul> </li> <li>• <b>Outcomes and Relevance</b> <ul style="list-style-type: none"> <li>○ <i>Plan to state the <b>outcome</b> (student friendly translation of lesson objectives) and tell the <b>relevance</b> (see next section) for the students at the beginning of the lesson.</i></li> </ul> </li> <li>• <b>Motivating Introduction</b></li> </ul> |

# Common Core Lesson Plans For Instrumental Music

**Michael J. Pagliaro**



## **Common Core Lesson Plans For Instrumental Music:**

The Instrumental Music Director's Guide to Comprehensive Program Development Michael J. Pagliaro, 2014-10-20 The Instrumental Music Director's Guide to Comprehensive Program Development gives practical solutions to the many issues that confront music directors. The topics addressed include A review of tests which can be used to develop an all inclusive student profile identifying strengths and weaknesses as a prologue to preparing individualized curricula A discussion of the informed approach predicated on understanding relationships among music logical deduction and the acoustic sciences thereby accelerating the learning process in music increasing the knowledge base and developing cognitive skills that can be applied to other studies A measuring process used to accurately calculate the size of a beginning student in relation to the size of the selected instrument to ensure the two will be compatible A procedure for introducing students to the many different instruments The protocol for developing a symbiotic teacher relationship that will ensure a smooth running program fully equipped throughout the year Purchasing renting and caring for instruments and all administrative tasks which are the backbone of a successful school instrumental music program

**Instrumental Music Education** Evan Feldman, Ari Contzius, 2020-07-26 Instrumental Music Education Teaching with the Musical and Practical in Harmony Third Edition is intended for college instrumental music education majors studying to be band and orchestra directors at the elementary middle school and high school levels This textbook presents a research based look at the topics vital to running a successful instrumental music program while balancing musical theoretical and practical approaches A central theme is the compelling parallel between language and music including sound to symbol pedagogies Understanding this connection improves the teaching of melody rhythm composition and improvisation The companion website contains over 120 pedagogy videos for wind string and percussion instruments performed by professional players and teachers over 50 rehearsal videos rhythm flashcards and two additional chapters The Rehearsal Toolkit and Job Search and Interview It also includes over 50 tracks of acoustically pure drones and demonstration exercises for use in rehearsals sectionals and lessons New to This Edition A new chapter on teaching beginning band using sound to symbol pedagogies Expanded coverage for strings and orchestra including a new chapter on teaching beginning strings A new chapter on conducting technique Expanded material on teaching students with disabilities Concert etiquette and the concert experience Expanded coverage on the science of learning including the Dunning Kruger effect and the effective use of repetition in rehearsal Techniques for improving students practice habits

**The Oxford Handbook of Preservice Music Teacher Education in the United States** Colleen Marie Conway, Kristen Pellegrino, Ann Marie Stanley, Chad West, 2020 The Oxford Handbook of Preservice Music Teacher Education in the United States advocates for increased cultural engagement in Pre K 12 music education

*Ethnomusicology* Jennifer Post, 2013-03-01 Ethnomusicology A Research and Information Guide is an annotated bibliography to books recordings videos and websites in the field of ethnomusicology The book is divided into two parts Part

One is organized by resource type in categories of greatest concern to students and scholars It includes handbooks and guides encyclopedias and dictionaries indexes and bibliographies journals media sources and archives It also offers annotated entries on the basic literature of ethnomusicological history and research Part Two provides a list of current publications in the field that are widely used by ethnomusicologists Multiply indexed this book serves as an excellent tool for librarians researchers and scholars in sorting through the massive amount of new material that has appeared in the field over the last decades

**The Teaching of Instrumental Music** Richard Colwell, Michael Hewitt, 2015-08-20 This book introduces music education majors to basic instrumental pedagogy for the instruments and ensembles most commonly found in the elementary and secondary curricula This text focuses on the core competencies required for teacher certification in instrumental music The first section of the book focuses on essential issues for a successful instrumental program objectives assessment and evaluation motivation administrative tasks and recruiting and scheduling including block scheduling The second section devotes a chapter to each wind instrument plus percussion and strings and includes troubleshooting checklists for each instrument The third section focuses on rehearsal techniques from the first day through high school

**Teacher Evaluation in Music** Cara Faith Bernard, Joseph Michael Abramo, 2019-01-04 Teacher Evaluation in Music A Guide for Music Teachers in the U S aims to help music teachers navigate the controversial terrain of teacher evaluation Rather than entering the debate on policy divorced from practice this book is intended as a pragmatic approach to help music teachers to thrive within teacher evaluation systems and as a way to improve practice Using Shulman s concept of content knowledge general pedagogical knowledge and pedagogical content knowledge this book strives to help music teachers find a balance between advocating for themselves and their programs and for using teacher evaluation to improve their teaching The book covers history of policy and law of teacher evaluation and the competing uses of teacher evaluation to rate teachers or as a professional development tool The descriptions of policies laws and competing uses are approached in a way to help music teachers use teacher evaluation for their benefit to grow as professionals This book has chapters devoted to giving detailed and specific strategies in key areas that research has suggested music teachers struggle to implement questioning literacy differentiated instruction and assessment Complimenting these key areas are sample lesson plans which apply the strategies of questioning differentiation literacy and assessment discussed in each chapter These lessons serve as a resource and guide for teachers to develop their own lessons and improve their practice The final chapter gives guidance on how music teachers may talk to administrators and evaluators to make teacher evaluation productive Through these detailed descriptions of understanding teacher evaluation talking to evaluators and improving practice music teachers may not just survive but thrive in these systems of accountability

*Differentiated Lessons for Every Learner* Dina Brulles, Karen L. Brown, Susan Winebrenner, 2021-09-28 Differentiated Lessons for Every Learner supports middle school teachers in teaching all students including those with high ability The book contains extension lessons in each content area

with learning activities that align to the national content standards embed ELA Common Core Standards and correlate to DOK levels The extension lessons provide for active learning tailored to address multiple learning levels Using this semi structured process ensures differentiated learning experiences that align to the standards while also respecting that students have different interests different methods of learning and most importantly that they are learning at different challenge levels The time is now upon us to emphasize interdisciplinary learning experiences that provide real world connections and engage students in relevant and meaningful learning We have long known that while critical for gifted and talented students these higher level thinking strategies benefit all students Foreword by Karin Hess Ed D Grades 6 8      **World Music**

**Pedagogy, Volume IV: Instrumental Music Education** Mark Montemayor, William Coppola, Christopher Mena, 2018-06-14  
World Music Pedagogy Volume IV Instrumental Music Education provides the perspectives and resources to help music educators craft world inclusive instrumental music programs in their teaching practices Given that school instrumental music programs concert bands symphony orchestras and related ensembles have borne musical traditions that broadly reflect Western art music and military bands instructors are often educated within the European conservatory framework Yet a culturally diverse and inclusive music pedagogy can enrich expand and transform these instrumental music programs to great effect Drawing from years of experience as practicing music educators and band and orchestra leaders the authors present a vision characterized by both real world applicability and a great depth of perspective Lesson plans rehearsal strategies and vignettes from practicing teachers constitute valuable resources With carefully tuned ears to intellectual currents throughout the broader music education community World Music Pedagogy Volume IV provides readers with practical approaches and strategies for creating world inclusive instrumental music programs      The Routledge Research Companion to Popular Music Education Gareth Smith, Zack Moir, Matt Brennan, Shara Rambarran, Phil Kirkman, 2017-01-20  
Popular music is a growing presence in education formal and otherwise from primary school to postgraduate study Programmes courses and modules in popular music studies popular music performance songwriting and areas of music technology are becoming commonplace across higher education Additionally specialist pop rock jazz graded exam syllabi such as RockSchool and Trinity Rock and Pop have emerged in recent years meaning that it is now possible for school leavers in some countries to meet university entry requirements having studied only popular music In the context of teacher education classroom teachers and music specialists alike are becoming increasingly empowered to introduce popular music into their classrooms At present research in Popular Music Education lies at the fringes of the fields of music education ethnomusicology community music cultural studies and popular music studies The Routledge Research Companion to Popular Music Education is the first book length publication that brings together a diverse range of scholarship in this emerging field Perspectives include the historical sociological pedagogical musicological axiological reflexive critical philosophical and ideological      **Coordinating Music Across The Primary School** Sarah Hennessy, 2005-08-08

Specifically designed for busy teachers who have responsibility for co ordinating a subject area within their primary school Each volume in the series conforms to a concise style while providing a wealth of tips case studies and photocopiable material that teachers can use immediately There are special volumes dedicated to dealing with OFSTED creating whole school policy and the demands of co ordinating several subjects within a small school The entire set of 16 volumes is available

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### **Common Core Lesson Plans For Instrumental Music Introduction**

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web procedure 1 the relationship between pressure and volume set the plunger of the syringe to 1 10 the capacity of the syringe the 2 0 ml mark if using a 20 ml syringe the volume is read from the edge of the bottom rib of the plunger attach the syringe to the connector at the end of sensor

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web he concluded that at a constant pressure the volume of the gas would expand at a particular rate for each degree of temperature rise that being 1/267 per degree in 1874 victor regnault obtained better experimental results showing this number to be 1/273 and concluded that the pressure would approach zero at 1/273 degrees c

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web the volume of 1.00 mol of any gas at stp standard temperature 273.15 k and pressure 1 atm is measured to be 22.414 l we can substitute 101.325 kpa for pressure 22.414 l for volume and 273.15 k for temperature into the ideal gas equation and solve for r

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web chemists sometimes make comparisons against a standard temperature and pressure stp for reporting properties of gases 273.15 k and 1 atm 101.325 kpa 1 at stp one mole of an ideal gas has a volume of about 22.4 l this is referred to as the standard molar volume figure 9.18

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web figure page index 10 since the number of moles in a given volume of gas varies with pressure and temperature changes chemists use standard temperature and pressure 273.15 k and 1 atm or 101.325 kpa to report properties of gases

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web pressure increases even though there were errors in the experiment the goal of the experiment was met the goal of declaring what type of relationship it is was clear using the data pressure kpa temperature c temperature k constant k p t 95 82 kpa 16 0 c 289 k 0 33 97 90 kpa 19 0 c 292 k 0 34 98 97 kpa 99 22 kpa 101 4 kpa 19 1 c

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web the properties of water at constant volume can be represented as a function of pressure and temperature as shown in the diagram below figure 1 the pressure temperature relationship at constant volume the saturation point of water is the condition at which a phase change occurs from liquid to vapour or vapour to liquid

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web figure pageindex 5 the empirically determined relationships among pressure volume temperature and amount of a gas the thermometer and pressure gauge indicate the temperature and the pressure qualitatively the level in the flask indicates the volume and the number of particles in each flask indicates relative amounts