

lesson plan - HAVPA

Teacher: Jason Kelty

Grade Level: 12

Date: 11-19-2018

Content Area: HAVPA

Unit: MUSIC history

<p><b><u>Standards:</u></b></p> <p>Music History (exemplary music, composers)</p>	<p><b><u>Learning Targets Congruent to Standard(s)</u></b></p> <p>I CAN...identify traits of musical styles</p> <p>I CAN...analyze music purpose</p>
<p><b><u>Essential Question:</u></b></p> <p>What are historical music purposes?</p> <p>How do diverse musical compositions sound unique?</p>	<p><b><u>Homework Assignments:</u></b> <span style="float: right;"><b><u>Due Date:</u></b></span></p> <p>Choose an historical musical composer to share with class</p> <p style="text-align: right;">11-26-2018</p>
<p><b><u>The Game Plan</u></b></p> <p><u>11/19</u> &lt;Tip Off &gt;Practice / Play \$ Final Score &gt; preview historical music styles &gt; How do historical compositions sound unique?</p> <p><u>11/20</u> &lt;Tip Off &gt;Practice / Play \$ Final Score &gt;listening exercise, identification</p> <p><u>11/21</u> &lt;Tip Off &gt;Practice / Play \$ Final Score &gt;</p> <p><u>11/22</u> &lt;Top Off &gt;Practice / Play \$ Final Score &gt;</p> <p><u>11/23</u> &lt;Tip Off &gt;Practice / Play \$ Final Score &gt;</p>	<p><b><u>Methods of Formative / Summative Assessments (bold):</u></b></p> <p>Bell Ringer: Warm-up, <b>Questions</b>, Brain Teaser, Provocation, <b>Flashback</b></p> <p>Exit Slip: <b>Questions/Answers</b>, Sketchbooks/Journals, Notes</p> <p>Oral Questions on content, <b>Product/Performance of content</b></p> <p>Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric</p> <p>Student Self Evaluation</p> <p>Pre-Test, Quiz, Test, Product</p> <p>Other [describe]:</p> <p><b><u>Modifications / Accommodations for diverse students:</u></b></p> <p>Required modifications are provided for students with 504 Plan or other Individual Education Plan (I.E.P.). These may include preferential seating, teacher-generated notes, and additional time to complete tasks, individual prompts, modified tests and instruction, or restatement of instruction. Recorded in Infinite Campus.</p> <p><b><u>Gifted and Talented differentiation:</u></b></p> <p><b>Enrichment</b> opportunities provided in content (<b>perform distinguished scripts and video</b>), in student proposals, advanced professional processes, in authentic personal products.</p>
<p><b><u>Instructional Methods for "Practice/Play:"</u></b> direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, <b>AV/technology, partners, small group, rehearsal</b>, student, other (described)</p> <p><b><u>Literacy Inclusion:</u></b> reading, writing conventional script</p> <p><b><u>Unit Vocabulary:</u></b> verbal, nonverbal, technical</p> <p><b><u>College/Career connections:</u></b> job interviews, conventional writing, drama technical elements</p>	

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