

WILLIAM PATERSON UNIVERSITY  
MUSIC DEPARTMENT  
Revised Lesson Plan Format (2016)

<b>Name:</b>	<b>School:</b>	<b>Grade:</b>
<b>Central Focus:</b>	<b>Concept:</b>	
<b>Date of Lesson:</b>		
<u>NJCCC Standards for Music:</u>	<u>Learning objective(s):</u> Students will be able to (For instrumental music, include at least one objective each for pitch, rhythm, style, technique, ensemble, and context.)	<u>Assessment(s):</u> (attach assessment tools and rubrics)
<b>Planning the Lesson</b> (information to support the lesson and allow adequate planning): <ul style="list-style-type: none"> <li>Teacher Resources (internet sites, technology/visuals, recordings, music):</li> <li>Academic Vocabulary and Language Function:</li> <li>Materials (e.g. books, recordings, technology, instruments, etc.):</li> <li>Cite Sources (e.g. textbook page or website):</li> <li>Cite principles from educational theory and/or research:</li> <li>Student prior knowledge needed:</li> </ul>		

<b>Instruction: Teaching the Lesson (the actual process of instructing the class/students)</b>
<ol style="list-style-type: none"> <li>1. <b><u>Engage:</u></b> Motivate/Introduce (How will you engage and support students to create, perform, or respond to music by developing and applying knowledge/skills, contextual understandings, and artistic expression related to the topic/song/composition/activity?)</li> <li>2. <b><u>Procedure:</u></b> Instruct (A numbered, sequential list delineating how learning tasks will be presented from the beginning to the end of the lesson. Include questions as well as students' activities/involvement. It is NOT necessary to use complete sentences.</li> <li>3. <b><u>Embedded assessment:</u></b> (Describe how you will determine that students have learned? Label embedded assessments as PA (pre-assessment), IA (informal or formative assessment), FA (formal or quantitative assessment) and SA (summative assessment)</li> <li>4. <b><u>Closure:</u></b></li> </ol>
<b>Differentiated instruction</b> ( <i>How will you differentiate content, procedures, and assessments for special needs students?</i> )

<b>Assessment: Analyzing student learning and reflecting on teaching</b>
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I. Assessment

- i. Quantitative Assessment: A rubric or other quantitative instrument for each learning objective. Differentiate for students with special needs.
  - 1. Number of students who completed the assessment task
  - 2. Number and percentage of students who were proficient, satisfactory or needed improvement
- ii. Qualitative Evaluation: A description of how understandings, misunderstandings, and/or partial understandings ... explain the patterns of learning suggested by your quantitative assessment.

II. Reflection/Self Evaluation

- i. What impact did this lesson have on learners? What patterns of learning do you find in knowledge/skills, contextual understandings, and artistic expression across the class?
- ii. What can you do to improve this lesson and what are the implications for future lessons?
- iii. How does this lesson improve your teaching practice?