

## Lesson Plan Example: Perform Domain, High School

Standard(s)
<p><b>Foundation: P1.</b> Select, analyze, and interpret artistic work for presentation.</p> <p><b>Standard: HS3.IM.P1.A</b> Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p>
Outcomes and Essential Questions
<p><b>Sample Lesson Outcome:</b> By the end of this unit, students should be able to articulate through oral and written explanation, as well as composed etude passages, the fundamental skills (and efficient pathways towards mastery) needed to successfully complete complex musical tasks.</p> <p><b>Sample Essential Question:</b> What are the requisite skills needed to perform specific sections of complex musical passages, whether sight-reading, interpreting composed music, or improvising passages over chord structures with and without chord symbols?</p>
Repertoire and Connections to Prior Learning
<p><b>Repertoire Descriptors:</b> Time/Meter: Triple/Duple/Mixed; Key Signatures: Up to 4 Sharps/Flats; Concert Pitch; Ranges: Full Range on Instruments; Grade 5 Literature, Improvised Music with Blues Progressions or ii/V7/I.</p> <p><b>Connection to Prior Learning:</b> Think of the most recent difficult musical selection that you performed with mastery. What were the most effective methods you used to rehearse the individual parts in order to perform the whole musical selection?</p>
Interdisciplinary Connections:
<p><b>CCSS.ELA-Literacy.RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
Reflections and Assessment:
<p>Presentation/Performance assessment (written and oral presentation) of a step-by-step practice strategy utilizing self-composed segments of an etude that directly relate to a complex musical performance task being prepared by the student.</p>

## Instructional Strategies:

- The teacher will model a performance of a difficult passage (whole).
- The teacher will lead a discussion soliciting student input as to which specific musical concepts must be mastered in order for the individual sections of the music to be rehearsed and progress from sight-reading level to emerging practice, proficient, and mastery levels.
- The students will select a performance task just beyond their current ability for mastery, identify the musical concepts needed for rehearsal, and develop practice strategies and corresponding musical excerpts to practice in order to successfully master the selected musical task.

## Time Frame:

- Class Time Needed:
  - Two hours or less of direct instruction to be incorporated in brief segments during large ensemble rehearsal incorporating multiple foundations simultaneously or during a stand-alone instructional period specifically designed to address this foundation. The majority of learning takes place as the student directs their own learning outside of class time.
- Assessment Tasks:
  - Time to be determined by the scope of the assignment.