

High School Perform Lesson Plan Sample Template

Lesson Title	Winter Concert Preparation/Performance		
Time Frame	4 days		
Domain	Perform		
Foundation(s)	P2 <i>Develop and refine artistic techniques and work for presentation</i> P3 <i>Convey meaning through the presentation of artistic work</i>		
Standard(s)	HS1.IM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. HS1.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances		
Essential Question(s)	<ul style="list-style-type: none"> How do musicians improve the quality of their performance? P2 When is a performance judged ready to present? P3 How do context and the manner in which musical work is presented influence audience response? P3 		
Learning Targets	What will the students know?	What will the students understand?	What will the students do?
	<ul style="list-style-type: none"> Musical literacy Fundamental control of their instrument Technical accuracy Expressive qualities Expressive intent 	<ul style="list-style-type: none"> Varied repertoire of music representing diverse cultures, styles, and genres Connecting with an audience through prepared and/or improvised performance 	<ul style="list-style-type: none"> Demonstrate individual and ensemble excellence through performance on their instrument.
Materials	Tuners, metronomes, scores, music, student instruments, pencil/pen, audio & other equipment as required		
Modifications	Preferential seating (within sections), extended time (as needed), Accommodations for individual performance achievement, IEP, 504, or other academic intervention strategy		
Procedures/ Activities	<u>Monday-Thursday</u> Set - Students retrieve instruments as they enter class, begin warm up individually Daily announcements/questions/info - Concert, Thursday - report at 6:15 pm (3 minutes)		

	<p><u>Rehearsal</u></p> <ul style="list-style-type: none"> • Warm up - Long tones, flexibility exercises, technical exercises, tuning sequence, chorale (10 minutes) • Repertoire - Selection 1, Selection 2, Selection 3, Selection 4 (30 minutes) • Closure - Announcements/students put away equipment (2 minutes) <p><u>Instructional Strategies</u></p> <p>The teacher will lead ensemble rehearsal. Students will be focused on masterfully performing selections for the winter concert on Thursday. The rehearsal will begin with ensemble warm up and then progress through each piece programmed for the concert. The teacher will identify areas of each selection that require individual, section, or ensemble practice. Attention to musical literacy, fundamental control, technical accuracy, and expressive intent should be the driving force of the lesson. Goals of the week should be on complete quality performances of each piece. Students will be provided regular feedback as to the quality of their performance and consistent opportunities to ask questions and comment as to their individual, section, and ensemble progress.</p>
Academic Feedback/ Assessment	<p><u>Reflection / Formative Assessment Note</u></p> <p>This week is focused on formative and summative assessments of the winter program music.</p> <p><u>Formative Assessment</u> - Winter program music, technique/warm ups - Class discussion/small group demonstration/individual performances – Student feedback and teacher observation are the primary forms of evaluation.</p> <p><u>Summative Assessment</u> - Winter Program: December 7</p>
Thinking/ Problem Solving	<ul style="list-style-type: none"> • Understand the relationship of the repertoire to the culture it represents • Troubleshooting all issues related to instrument/equipment challenges
Artistic Processes	<ul style="list-style-type: none"> • Rehearse, Evaluate, & Refine • Present • Convey meaning through performance
Connections	<ul style="list-style-type: none"> • Authentic student performance experience for school and community • Students have been preparing the literature for the program for 4 weeks • Repertoire will provide basis for student connections to other disciplines
Literacy	<ul style="list-style-type: none"> • Reading music notation & symbols • Reading music terms • Understanding/defining music terminology/vocabulary • Understand and articulate characteristics of culturally diverse music genres • Understand and articulate characteristics of musical styles