**PMEA Model Curriculum Framework**

**Lesson Plan Template**

**Lesson Title:**

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| Check One: □ General Music □ Ensemble □ Harmonizing Instruments  □ Theory & Composition □ Music Technology |
| Grade Level(s): | □ Single Day Plan □ Multi-Day Plan □ Unit Plan |
| Lesson Objective(s):*What will students learn and be able to do as a result of this lesson?* |
| Lesson Description:*Is the description clear and concise? Does it communicate skills, competencies, and expectations in a way that is understandable to students, parents, and administrators? Is there evidence of appropriate rigor in the lesson?* |
| Rationale:*What is the purpose of this lesson?* *Why is this important? What specific skills and understandings does it provide?**How does the lesson fit into the overall curriculum for this course?* |
| Teacher Resources and Equipment*What teacher resources (resource books, textbooks, supplementary materials, websites, instruments etc.) are needed to support this plan?* | Student Resources: *What student resources (technology, recorders, instruments, etc.) are needed to support this plan?* |

**Connections: *Choose those most applicable. These may be found in the MCF Documents.***

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| PA Competency(s): |
| PA Essential Questions: |
| PA Big Idea(s): | National Standards Enduring Understanding(s): |
| National Standards Artistic Processes (Check all that apply): □ Creating □ Performing □ Responding □ Connecting |
| National Standards Music Process Components: |

**Standards: *Choose those most applicable. These may be found in the MCF Documents.***

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| PA Standards: |
| National Core Music Standards: |

**Performance Measures:**

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| *How will you assess student learning?**Attach a copy of the grading tool or rubric that will be used to evaluate student understanding of the objective.* |
| Depth of Knowledge Level(s):*Include multiple levels of knowledge moving students towards higher and deeper levels of thinking - strategic and extending thinking.* |

**Instructional Process:**

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| Procedures:*What instructional processes, instructional strategies, and instructional tasks will you use to meet the objectives and goals of this plan?* |
| Differentiation Strategies:*How will you differentiate instruction and assessment?* |
| Essential Vocabulary:*What essential music vocabulary words will students learn and use during this lesson?* |

**District-Defined Initiatives (as applicable):**

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| *Include any specific information that your school district has defined as an educational priority.* |