**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.* |