



## Lesson Plan Format

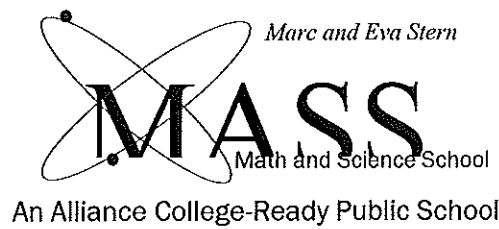
<b>Teacher Name:</b>	-	<b>Date :</b>	
<b>Class Subject:</b>	Music Appreciation (Music Theatre Section)	<b>Period:</b>	3
<b>Student Grade Levels:</b>	11 <sup>th</sup> Grade	<b>Lesson Length (min):</b>	120 min
<b>Description of Students:</b> (1.4b)	Students are Hispanic; 15 are females and 10 males. 23/25 students (92%) are in one or more AP classes (72% in multiple AP classes), 2 Students have individual education plans (IEP) on file, and one student has a 504 plan. After researching the IEP's on file, the students involved should not have a problem with the lesson's activities as their classroom response areas fall outside of the activities planned. Our student with the 504 plan must restrict activities and must be reminded, one on one, not to over extend themselves.		

<b>Standard(s):</b>	<p><b>Music</b> National Music Standards (NMS) #1: Singing, alone and with others, a varied repertoire of music. NMS #8: Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <p><b>Interdisciplinary Standards</b> CA English 11 Standards, Listening and Speaking (CES): 2.5 - Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning. CA Dance Standards (Proficient) (CDS), Artistic Perception: 1.2 - Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent. CA Theater Standards (Proficient) (CTSP), Artistic Perception: 1.2 - Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing. CTSP, Creative Expression: 2.1 - Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process. CTSP, Creative Expression: 2.2 - Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution. CTSP, Creative Expression: 2.3 - Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism. CTSP, Connections, Relationships, Applications: 5.1 - Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.</p>
<b>Lesson Objective(s):</b> (1.1a, 1.1b)	<ol style="list-style-type: none"> <li>1. Continue to refine the choreography from LA Opera's "Poston" while adding singing. <i>NMS #1,8; CDS – Unit VI: Opera Performance</i></li> <li>2. Continue to create sets, refine, and stage the student's self-written "Not Another High School Musical" <i>CES; CTSP – Unit VII- Original Music Theatre Production</i></li> <li>3. Work on the musicality and pitch of the finale and animal song from "Poston." <i>NMS #1– Unit VI: Opera Performance</i></li> </ol>
<b>Rationale for Objective(s):</b> (1.2b, 1.4a, 1.5a)	<ol style="list-style-type: none"> <li>1. Students are working on two projects currently. One, "Poston," is the LA Opera's in-school musical selection. Currently students are learning two dances, one of which is a traditional bon odori dance. Students are learning to perfect the various hand motions and choreography that goes with the singing during the dance. Standards driven.</li> <li>2. Students are continuing to work on sets, staging, and rehearsing their original rock opera. Standards driven.</li> <li>3. Students need to perfect, tonal memory, and memorization of lyrics for the production of the LA Opera's in-school performance. Standards driven.</li> </ol>
<b>Lesson Assessment(s):</b> (1.1b, 4.1, 4.2)	<ol style="list-style-type: none"> <li>1. Student Critique of partner's bon odori dance performance (<i>Bloom's Evaluation</i>). <u>Formative</u>; Rubric Attached. CDS</li> <li>2. Student Self-Critique of their own performance and the feedback from their peers – one-minute paper (<i>Bloom's Evaluation</i>). <u>Formative</u>; Directions Attached. CDS</li> <li>3. Teacher and Student Check of progress in production of their original production (<i>Bloom's Application</i>). <u>Summative</u>; Rubric Attached. NMS #8, CTSP, CES.</li> </ol>

	4. Teacher Check of progress in pitch and lyric mastery ( <i>Bloom's Application</i> ). <u>Summative</u> ; teacher comments to individual students. NMS #1.
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**Instructional Plan**  
(1.2a, 1.3, 1.4b, 1.5b)

Teacher Actions (incl. Lesson Agenda)	Time	Student Actions
<p>1. Do It Now Exercise</p> <p>Teacher will take attendance, monitor student progress on the review of the rubric, answer questions and will review the agenda for the day.</p>	5-10 minutes	Students will complete the Do It Now Exercise on the board: Reviewing rubric and writing down any questions for their peer critique of the bon odori dance.
<p>2. Review, Critique, and Evaluate performance of bon odori dance.</p> <p>Teacher will observe students review and critique each other on the bon odori dance. Teacher will monitor student work, offer feedback and keep students on task</p>	30 minutes	Students will watch and review the bon odori dance. Then, students will pair up and evaluate each other on the execution of the dance using a rubric and supplying constructive criticism.
<p>3. Staging and Creating Sets for "Not Another High School Musical."</p> <p>Teacher will be grading students using a rubric on how they are contributing to the production of the musical and offering staging suggestions.</p>	50 minutes	Students will work in different groups. The students in charge of set-design and costuming will be working on the construction of sets. The students working on direction on acting will be staging scenes from the musical. Students will do a reflection of their portion of the staging and give themselves a grade based on a rubric provided to them.
<p>4. Rehearse the finale of "Poston."</p> <p>Teacher will play the CD from Poston and rehearse the group in performance. During the CD and student performance, teacher will walk around and, if needed, give feedback to students. During the time in between CD playback, teacher will offer suggestions, reminders about diction and pitch, and rehearse areas that need review based on the check for understanding during teacher observation of student singing.</p>	20 minutes	Students will work on matching pitch and learning the words to the finale of the opera <i>Poston</i> . Students will take teacher feedback and improve their performances.
<p>5. Teacher will summarize the lesson for the day and ask students to return desks and chairs to the room.</p>	10 minutes	Students will return desks and chairs to the room and organize the class before they depart.



Music Appreciation (Music Theatre Section), Period 3

Student Feedback and Rubric Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Do It Now Exercise: Review the student peer evaluation rubric below to prepare yourself for the performance of the bon odori dance. Have any questions about this rubric ready when I ask for feedback.
2. After a review of the bon odori dance, you will be asked to pair up with a student and evaluate each other **CONSTRUCTIVELY** on the execution of the dance learned. **This is a formative assessment.**

Standards Addressed (On Back): CDS, NMS #8.

Name of the classmate I am evaluating:

1	2	3	4
The dance execution does not meet the standards addressed in higher achievement levels described in the rubric.	My classmate version of the bon odori dance is significantly different than what the choreographer does in the video. Their hand placement, neck placement, and movements are inaccurate and the correct angles and positions need a renewed focus. The dance somewhat reflects the music I hear.	My classmate executes the bon odori dance as the choreographer does in the video. However, their hand placement, neck placement, and movements may be somewhat inaccurate and the correct angles and positions need a little refining. The dance reflects the music I hear.	My classmate executes the bon odori dance as the choreographer does in the video. Their hand placement, neck placement, and movements are in time and at the correct angles and positions. The dance reflects the music I hear.

3. After you exchange results with your peers using the rubric above, we will perform the dance one last time. After this performance you will write a one-minute paper reflection (**formative assessment**) on your performance of the dance using your own perception and that of your peer's review. Use your own paper.

Standards Addressed (On Back): CDS, NMS #8.

4. During the staging and set construction for the musical, please keep in mind the following rubric. You will be asked to submit a grade for yourself based on your view of your class work. I, also, will give you a grade based on my observations of your work. Your feedback and mine will be used as a **summative assessment** of the work during class.

Standards Addressed (On Back): CES, CTSP, NMS # 1, 8. (Circle which apply to YOUR role in the musical).

2	2.5	3	4
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Student performance does not meet the descriptors in higher achievement levels described in the rubric.	My work today in class shows that I understand and show that I can perform the standards represented above at a basic level.	My work today in class shows that I understand and show that I can perform the standards represented above proficiently.	My work today in class shows that I completely understand and master the standards represented above at an advanced level.
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5. Finally, we will rehearse the finale to the LA Opera's Poston. I will be moving through the class and giving you verbal feedback on your performance.

**Standards for Today's Class**

**Music**

National Music Standards (NMS) #1: Singing, alone and with others, a varied repertoire of music.

NMS #8: Understanding relationships between music, the other arts, and disciplines outside the arts.

**Interdisciplinary Standards**

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