**DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION**

**LESSON PLAN TEMPLATE -SECONDARY**

Teacher Candidate \_\_\_\_\_\_\_Becca Rhodes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level High School\_ Subject/Content:AP Music Theory\_Title AP Test Prep-Sight-Singing

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| **CONTEXTUAL FACTORS** (e.g. ethnicity, gender, exceptionalities, ELL, GATE, etc.) which need differentiation in instruction and assessment. |
| none |

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| **WALK-AWAY** (what do I want students to know, understand, and be able to do?) | |
| Content Walk-Away: Students will be prepared to take the Sight Singing Portion of the AP Music Theory Examination. They will understand that consistencies that always appear on the Exam (in an effort to make them more comfortable with approaching it).  Reading/Language Walk-Away: This lesson deals with musical literacy. The students will sight read the notes on the practice exams they take during the class period. |  |

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| **ASSESSMENT EVIDENCE** (formative/summative checks for learning) **(Match the Content Walk-Away)** | **Modifications/Accommodations** (ELL, IEP, GATE, etc.) |
| Students will be individually tested twice during the class period as well as having multiple opportunities to sight read musical lines as a group.  The individual attempts will be recorded and then the recordings will be graded based on a rubric. |  |

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| **ACTIVE LEARNING PLAN** | **Modifications/**  **Accommodations**  (ELL, IEP, GATE, etc.) |
| Activate Prior Knowledge/Experiences  The students have practiced sight singing all year. This lesson is to help them with the formatting as it appears on the AP Music Theory Exam. The students will use their prior knowledge of sight singing skills to engage in today’s lesson.  Focus Lesson (“I do it”)  I will present the formatting that appears on the AP Exam. I will explain to students that they will be given a starting note and then will have 75 seconds to “practice” the sight reading sample given to them. Then they will record it. I will explain that they can have two attempts to record, but the second one will cost them one point on the Exam. I will also go over the scoring guidelines.  Guided Instruction (“We do it”)  As a class we will work through some practice examples, this will give the students an idea of how long they have to practice and how to best utilize their practice time. We will record a few of these, so that we can play them back and score them as a class. This will help the students understand the scoring process.  Collaborative/Cooperative (“You do it together”)  I will then present some more examples and allow the students to try it together, without any of my input. They will practice a couple of times this way.  Independent (“You do it alone”)  After they are feeling comfortable, I will have the class continue the “you do it together” portion while I individually test each student in the practice room. I will record these attempts.  Summarization/Closure  The students will have an opportunity (after all individuals have been “tested” to hear the correct melody they had attempted. They will then hear their recordings. This will leave the students considering the things they need to do to improve in the area of sight singing. I will explain to the students that next class period will be going over some hints to help them through the free-response portion of the AP Music Theory Exam. |  |

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| **NOTES TO TEACHER** |
| *What do I need to remember to do? Print of examples, create rubric*  *Materials to have ready? Rubric to grade (based on AP Exam expectations), recording device, practice samples, stop watch*  *Approximate time needed for lesson? One class period.* |

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| **Reflection** (focus on student learning results) |
| *Even over just one class period, the student’s sight reading skills got even stronger. It helps them to understand the formatting they will be faced with on the test. It also helps them to see how they will be scored. The individual assessment assisted the students greatly, now they can each see where they are scoring and what they need to work on.*  *I wanted the students to be comfortable with this section of the test, at least when it came to “knowing what to expect”, I believe that was achieved.* |