**DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION**

**LESSON PLAN TEMPLATE -SECONDARY**

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

Grade Level: High School Subject/Content: AP Music Theory Title: Exam Prep- Free Response Hints

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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 leave class with a better understanding of how to approach the free-response questions on the AP Music Theory Exam. They will be able to pace themselves more productively through the questions and will be more aware of how to approach each question.  Reading/Language Walk-Away: This lesson focuses on musical literacy. Students will be able to more accurately dictate rhythms, pitch values, and chords. |  |

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| **ASSESSMENT EVIDENCE** (formative/summative checks for learning) **(Match the Content Walk-Away)** | **Modifications/Accommodations** (ELL, IEP, GATE, etc.) |
| Students will attempt questions from practice exams during this lesson, those will be graded and then turned in for me to look over. This will show me where each individual student is lacking in overall knowledge regarding this section of the AP Exam. |  |

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| **ACTIVE LEARNING PLAN** | **Modifications/**  **Accommodations**  (ELL, IEP, GATE, etc.) |
| Activate Prior Knowledge/Experiences:  I will have students do a “warm-up” question from the free response section. We will then talk about what steps they went through to reach the answers they dictated.  Focus Lesson (“I do it”):  I will walk students through a question while employing the use of the process of “think-alouds”. I will repeat this a couple of times going through different processes. I will then show students how this portion of the test is graded.  Guided Instruction (“We do it”):  Students and I will then work through a practice problem. I will do it on the board while they do it on their worksheets.  Collaborative/Cooperative (“You do it together”):  Students will pair up and work through a practice problem. They will explain to each other why they go through the particular process they do, and why it helps them.  Independent (“You do it alone”):  Students will now take practice AP exam Free Response Section. We will grade it as a class and then turn this in.  Summarization/Closure:  We will have a quick discussion about how this best works for each individual students and how it can better their scores. We will compare their final practice tests with their first practice question and look for progress or continuing areas of weakness. This will help the students understand where they need to spend their time practicing. I will tell students that next class period we will be taking an entire practice exam, this will serve as the final test for this unit. |  |

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| **NOTES TO TEACHER** |
| *What do I need to remember to do? Print off practice questions.*  *Materials to have ready? Practice questions and section.*  *Approximate time needed for lesson? 2 class periods.* |

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| **Reflection** (focus on student learning results) |
| *The students improved so much just by simply establishing a process in which they could dictate their answers. Students learned what process worked best for them. They also learned how to pace themselves through the timed questions. When I do this again, I will encourage each student to come up to the front of the class and summarize their process. The one student that did is getting the highest scores and helped other students establish which process is best for them.* |