**DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION**

**LESSON PLAN TEMPLATE -SECONDARY**

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Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level \_\_H.S.\_\_ Subject/Content:\_AP Music Theory\_\_\_\_Title: \_Intro of AP Test Format/ Pre-Test\_

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| **CONTEXTUAL FACTORS** (e.g. ethnicity, gender, exceptionalities, ELL, GATE, etc.) which need differentiation in instruction and assessment. |
| Gifted and Talented Students (fines arts) students, so they are in their element, no adjustments need be made |

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| **WALK-AWAY** (what do I want students to know, understand, and be able to do?) | |
| Content Walk-Away:  Students will know the format and expectations that are present when taking the AP Music Theory examinations. Students will be able to successfully work for the given amount of time on the pre-test.  Reading/Language Walk-Away:  (The pre-test is timed) Students will better their literacy by pushing the speed of their reading as they take the timed AP Music Theory Pre-Test. |  |

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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 able to anticipate format and understand time restraints given on the AP Music Theory test.  As this is a pre-test, students will attempt the test and not give up. The purpose is to help each student realize where their elements of trial are within the AP Music Theory test.  Things to help students check after taking this exam:  Pacing  Vocabulary Readiness  Overall sections/areas of struggle | none |

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| **ACTIVE LEARNING PLAN** | **Modifications/**  **Accommodations**  (ELL, IEP, GATE, etc.) |
| Activate Prior Knowledge/Experiences  The students have learned all of the content, now it is time to add in the “timed-test” factor. I will remind the students that they know what they need to know; now they just need to prove that they know it.  Focus Lesson (“I do it”)  I will go over the format of the AP practice test. I will explain some of the elements of the test that can be expected. I will explain that the only part of the test we are not covering on this practice test is the Sight Singing portion (it will be covered later in the Unit and the pre-test for it will be given then).  Guided Instruction (“We do it”)  Students and I will flip through the SECTIONS of the test and talk about the amount of time given within each section.  Collaborative/Cooperative (“You do it together”)  As a sort of “warm-up” before the students start the test, I will give them time to ask each other questions about anything music theory. I want this to be a chance for them to refresh their memory and build their confidence before starting the pre-test. (Relates to Activate Prior Knowledge)  Independent (“You do it alone”)  The students will take the test independently. I will also have provided them with a blank sheet of paper in which they can write anything they struggle with while taking the pre-test. This will serve as a review/lesson next class period.  The students will turn in their completed pre-test and sheet of paper at the end of the time allotment. (This will be very near to the end of class.)  Summarization/Closure  I will let the students know that next class they will receive their tests back, and we will review the concepts written on their papers. I will remind them it was just a pre-test and they will get better. One of the hardest things about the AP Music Theory test is that the students are often thrown by the word choices used on the test. This pre-test will serve as a teaching device for the next several lessons. |  |

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| **NOTES TO TEACHER** |
| *What do I need to remember to do? Print pre-tests from AP college board; get Scantrons, pencils, audio files.*  *Materials to have ready? Tests, audio files, scantrons, pencils*  *Approximate time needed for lesson? 1 class period* |

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| **Reflection** (focus on student learning results) |
| *Now that the students have taken their pre-test, I have a basis on which direction I need to take the next few lessons. Knowing what concepts the majority of the students missed will help me to know what concepts I should review/reteach.*  *From taking the pre-test, students now know what to expect on the AP examination, they also have an idea of how they need to each individually pace themselves. This will assist them in their next AP practice exam (serving as the unit’s post-test), as well as on the official AP Exam at the end of the school year.* |