

## Elementary Music Lesson Plan

<b>Grade:</b> K 1 2 3 4 5		<b>Quarter:</b> 1 2 3 4		<b>Week:</b> 1 2 3 4 5 6 7 8 9					<b>Dates:</b>								
<b>Focus: Concept &amp; Skills Emphasized</b>				<b>Classroom Strategies:</b>													
<ul style="list-style-type: none"> <li>○ Rhythm</li> <li>○ Melody</li> <li>○ Harmony</li> <li>○ Tone Color</li> <li>○ Form</li> <li>○ Expressive Qualities</li> </ul>				<ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Singing</li> <li>○ Movement</li> <li>○ Reading</li> <li>○ Listening</li> <li>○ Instruments</li> <li>○ Creating/Improvising</li> </ul>		<ul style="list-style-type: none"> <li>○ Group Activity- Ensemble</li> <li>○ Hands on</li> <li>○ Learning Centers</li> <li>○ Reading/ Writing Exercise</li> <li>○ Technology</li> <li>○ Kagan</li> </ul>											
<b>National Music Standards:</b>				<b>Integration:</b>													
<ul style="list-style-type: none"> <li>○ Singing, alone and with others, a varied repertoire of music.</li> <li>○ Performing on instruments, alone and with others, a varied repertoire of music.</li> <li>○ Improvising melodies, variations, and accompaniments.</li> <li>○ Composing and arranging music within specified guidelines.</li> <li>○ Reading and notating music.</li> <li>○ Listening to, analyzing, and describing music.</li> <li>○ Evaluating music and music performances.</li> <li>○ Understanding relationships between music, the other arts, and disciplines outside the arts.</li> <li>○ Understanding music in relation to history and culture.</li> </ul>				<ul style="list-style-type: none"> <li>○ Language Arts</li> <li>○ Math</li> <li>○ Science</li> <li>○ Social Studies</li> <li>○ Art/ Performing Arts</li> <li>○ P.E.</li> <li>○ Technology</li> </ul>			<b>Reading Components:</b> <ul style="list-style-type: none"> <li>○ Fluency</li> <li>○ Phonics</li> <li>○ Vocabulary</li> <li>○ Phonemic Awareness</li> <li>○ Comprehension</li> </ul>										
				<b>Materials/ Equipment:</b>													
				<b>ESE/ELL Accommodations:</b>													
<ul style="list-style-type: none"> <li>○ Cooperative Learning Techniques</li> <li>○ Directed Reading/ Listening</li> <li>○ Modeling</li> <li>○ Peer Tutoring</li> <li>○ Adult Tutoring</li> <li>○ Simplify Directions</li> </ul>		<ul style="list-style-type: none"> <li>○ Thematic Unit</li> <li>○ Word Banks/Wall</li> <li>○ Computer Learning Instruction</li> <li>○ Dialogues/ Repetition/ Memorization</li> <li>○ Group Projects</li> </ul>		<ul style="list-style-type: none"> <li>○ Preferential Seating</li> <li>○ Semantic Webs/ Mapping</li> <li>○ Patter Drill Practice</li> <li>○ Use Realiz</li> <li>○ Other-</li> </ul>													
<b>DOK</b>																	
<b>Level One</b> (Recall)		<b>Level Two</b> (Skill/Concept)		<b>Level Three</b> (Strategic Thinking)			<b>Level Four</b> (Extended Thinking)										
<ul style="list-style-type: none"> <li>○ Arrange</li> <li>○ Repeat</li> <li>○ Recall</li> <li>○ Recite</li> <li>○ Calculate</li> <li>○ Define</li> <li>○ State</li> <li>○ Tell</li> <li>○ Recognize</li> <li>○ Tabulate</li> <li>○ Identify</li> </ul>		<ul style="list-style-type: none"> <li>○ List</li> <li>○ Label</li> <li>○ Illustrate</li> <li>○ Name</li> <li>○ Use</li> <li>○ Match</li> <li>○ Quote</li> <li>○ Report</li> <li>○ Measure</li> <li>○ Memorize</li> <li>○ S W's</li> </ul>		<ul style="list-style-type: none"> <li>○ Infer</li> <li>○ Categorize</li> <li>○ Identify</li> <li>○ Organize</li> <li>○ Construct</li> <li>○ Modify</li> <li>○ Predict</li> <li>○ Interpret</li> <li>○ Distinguish</li> <li>○ Use Cues</li> <li>○ Collect and Display</li> </ul>		<ul style="list-style-type: none"> <li>○ Summarize</li> <li>○ Show</li> <li>○ Relate</li> <li>○ Compare</li> <li>○ Estimate</li> <li>○ Cause/Effect</li> <li>○ Separate</li> <li>○ Classify</li> <li>○ Graph</li> <li>○ Observe</li> </ul>			<ul style="list-style-type: none"> <li>○ Revise</li> <li>○ Apprise</li> <li>○ Critique</li> <li>○ Formulate</li> <li>○ Hypothesize</li> <li>○ Conclude</li> <li>○ Cite Evidence</li> <li>○ Differentiate</li> <li>○ Investigate</li> <li>○ Compare</li> </ul>			<ul style="list-style-type: none"> <li>○ Construct</li> <li>○ Assess</li> <li>○ Solve</li> <li>○ Use Logic</li> <li>○ Explain</li> </ul>			<ul style="list-style-type: none"> <li>○ Design</li> <li>○ Connect</li> <li>○ Synthesize</li> <li>○ Apply</li> <li>○ Critique</li> <li>○ Analyze</li> <li>○ Create</li> <li>○ Prove</li> </ul>		

# Sample Music Lesson Plan For Elementary Students

**Molly Rose**



## **Sample Music Lesson Plan For Elementary Students:**

**Music Lesson Plans for Social Justice** Lisa C. DeLorenzo, Marissa Silverman, 2022 Teaching Music for Social Justice offers a fresh innovative approach to teaching general music This book is a timely collection of lesson plans and units that artfully blend music making with relevant issues of social justice Particularly accessible to middle and high school classroom music teachers it includes a companion website with links to all of the music listening and videos Authors Lisa C DeLorenzo and Marissa Silverman accomplished music educators with extensive careers thinking about the relationship between music education and social justice have composed student centered lessons with thoughtful discussion prompts experiences with diverse genres and styles of music and technology integrated music making projects that will activate students creativity and empathy Unit topics ranging from War to Climate Change include cross disciplinary lessons with the arts playing a central role in developing understanding Well researched introductory materials as well as how to guides for topics such as composing in the classroom make the text especially practical and approachable This book is an essential resource with ready to go lessons and classroom materials Music teachers will now have a unique new lens for engaging students in purposeful music making toward social justice

### **Introduction to Effective Music Teaching** Alfred S.

Townsend, 2011-10-16 Introduction to Effective Music Teaching Artistry and Attitude provides the prospective teacher with front line tested strategies and approaches that are based on current research and the author's three decades of service as a public school music educator department chairman and public school district music administrator Starting with a brief overview of the history of music education in public schools Alfred Townsend gives the reader a deeper understanding of the importance of music education to all students gifted or not Readers then examine artistry command of content and mastery of methods and the ABCs of teacher attitude the critical component that unlocks learning for many students With an open and accessible writing style Dr Townsend reviews the six components of effective teaching showing that artistry and attitude can be combined to fuel student learning and teacher leadership Using all of this information the reader constructs a personal practical philosophy of music teaching and learning that will form the basis for his or her instruction Readers will also experience artistry and attitude in action through well written case studies of effective teachers With increasingly diverse student populations teachers now face this book provides music teachers with ways to interact effectively with students of all backgrounds attitudes and talent

### A Practical Guide to Teaching Music in the Primary School Kim

Harris, Julie Sutton, 2026-05-06 A Practical Guide to Teaching Music in the Primary School is an inspiring guide to delivering high quality music education in the classroom and across the whole school Packed full of actionable guidance and insights the book showcases straightforward and creative approaches to engaging children during lessons and developing their passion for music education This book explores how music can be taught both as a discrete subject and as part of a cross curricular approach engaging children in their learning through simple yet creative ideas Each chapter demonstrates the

different ways music lessons can incorporate singing composing listening and movement offering a variety of strategies and examples designed to inspire pupils It empowers teachers to make informed decisions about how to teach music regardless of their prior experience by building on their own skills knowledge and understanding Basic music theory is explained in an accessible way to enhance subject knowledge while a straightforward guide to reading standard notation boosts confidence in supporting pupil learning and progression across all abilities This book is an invaluable resource for educators of all experience levels who wish to enhance the joy of teaching and learning music in primary schools The art of lesson planning Erica Blatt, Jinyoung Kim, 2011-12-30 This booklet is written for pre service teachers in an education program who are in the process of learning how to write a lesson plan This booklet is an introduction to the basic format of a lesson plan and includes a specific structure for writing a lesson plan We have included examples in each section as well as exercises to help pre service teachers gain a better understanding of what to include and not include in each section **Kod?ly Today** M?che?l Houlahan, Philip Tacka, 2008-06-26 In Kod ly Today M che l Houlahan and Philip Tacka offer an expertly researched thorough and most importantly practical approach to transforming curriculum goals into tangible achievable musical objectives and effective lesson plans Their model grounded in the latest research in music perception and cognition outlines the concrete practices behind constructing effective teaching portfolios selecting engaging music repertoire for the classroom and teaching musicianship skills successfully to elementary students of all degrees of proficiency Addressing the most important questions in creating and teaching Kod ly based programs Houlahan and Tacka write through a practical lens presenting a clear picture of how the teaching and learning processes go hand in hand Their innovative approach was designed through a close six year collaboration between music instructors and researchers and offers teachers an easily followed step by step roadmap for developing students musical understanding and metacognition skills A comprehensive resource in the realm of elementary music education this book is a valuable reference for all in service music educators music supervisors and students and instructors in music education Elementary Music Lesson Plan Template Molly Rose, 2020-03-13 This How To book is different Unlike every other book you ll read with titles like How To Craft The Perfect Lesson Plan in 165 Incredibly Simple Steps this book is different It s a simple How To guide for creating a lesson plan that s right for you and your students and also an easy to follow workbook We ll discuss what exactly a lesson plan is and why you even need one We ll then go on to look at the process for creating a lesson plan including the questions you need to consider so that you don t forget anything important Then we ve got 60 lesson plan templates for you to follow with a double page layout so that you have plenty of space for all your notes We ve even included some Further Notes pages at the back for anything else you need to jot down Teaching students of any age is both a challenging and daunting prospect With a well thought out lesson plan in place anticipating the questions you ll face AND the answers it will be much less daunting and much more exciting Good luck Molly **Envisioning Music Teacher Education** Susan Wharton Conkling, 2015-05-27 This

volume will contain selected proceedings from the 2013 Symposium on Music Teacher Education sponsored by NAFME s Society for Music Teacher Education and hosted at University of North Carolina After an introduction written by SMTE Chair Doug Orzolek the initial chapter will represent the keynote address of the symposium by Karen Hammerness Director of Program Research for the Bard Master of Arts in Teaching Program Hammerness will bring her comparative work with music teacher educators in Finland and Norway to bear in her address From Inspiring Visions to Everyday Practices Exploring Vision and Practice in Music Teacher Education Hammerness s research distills into three main themes To mitigate against the fragmentation that characterizes so much of contemporary education teacher education programs must 1 promote a clear vision of teachers and teaching 2 be coherent reflecting shared understanding of teaching and learning among faculty and students 3 be built around a strong core curriculum that is deeply tied to the practices of teaching These three themes will orient the remainder of chapters in the volume which will come from invited primary presenters at the 2013 Symposium Due to selectivity of blind peer review twenty one percent accept rate these presentations represent the most rigorous research and best practices grounded in research that the music education profession has to offer

Music for Little Mozarts: Teacher's Handbook for Books 3 & 4 Christine H. Barden, Gayle Kowalchyk, E. L. Lancaster, The Teacher s Handbook for Levels 3 4 of Music for Little Mozarts serves as an aid in curriculum development and daily lesson planning while providing information related to teaching young children The suggested lesson plans provide teachers with a starting point to adapt this series for their own teaching situation A special section provides helpful teaching tips for using the Music Discovery Book and teacher examples for the ear training pages in the Music Workbook are also given Beginning teachers of young students should find the handbooks extremely useful

Teaching Music Creatively in the Elementary School Irving Cheyette, Herbert Cheyette, 1969

The Etude Music Magazine ,1930

**Musical Observer** ,1922

**Musical Review** ,1880

Journal of the American Association for Health, Physical Education, and Recreation ,1950

**Announcement** University of Michigan. Summer Session, 1925

**Popular Educator** ,1925

*Journal of Health, Physical Education, Recreation* ,1961

*Dimensions of Musical Learning and Teaching* Eunice Boardman, 2002 A follow up to Dimensions of Musical Thinking Based on research performed during the past ten years related to thinking and learning and its application to classroom experience Provides information and guidelines for music educators so that they may be better prepared to structure classroom environments that truly engage students in thinking musically Emphasizes research based techniques for instructing young people to function effectively in the new millenium with particular focus on recent observations that music study enhances skills in other subjects

**New Manual for Teachers** Hollis Ellsworth Dann, 1929

**Normal Instructor and Teachers World** ,1928

*Maryland School Bulletin* Maryland. State Dept. of Education, 1928

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