MSCS Performing Arts

Teacher: __Hampton__
School: __EAST HS__

Week of: __August 7-11th__
Subject __Orchestra__

TEM Indicators		Skinny Monday	Tuesday/Wednesday	Thursday/Friday
	Performance Based Objective:	The student will be able to select a varied repertoire of music to study based on interest and music reading skills, in order to demonstrate an understanding of musical structure, context, and the technical skill of the individual or ensemble.	The student will be able to select a varied repertoire of music to study based on interest and music reading skills, in order to demonstrate an understanding of musical structure, context, and the technical skill of the individual or ensemble.	**The student will be able to select a varied repertoire of music to study based on interest and music reading skills, in order to demonstrate an understanding of musical structure, context, and the technical skill of the individual or ensemble.**
T1, T3, T7	**Activate Prior Knowledge** **Lesson Length-Brief (Hook-Lesson Opener)**	Conversation about instrument technique, quality of sound, and progression.	Conversation about instrument technique, quality of sound, and progression.	Activate prior knowledge of scale patterns.
T1, T7	**Essential/BIG** **Questions (if applicable)**	What does a successful year in orchestra look like for me?	What responsibilities do I have as a musician and what does that look like?	Why are learning/knowing scales important in music?
T1, T2, T5, T6, T7	**Agenda** **Gradual Release of Responsibility (I do, We do, They do, You do)** - **Guiding Questions** - **PBO** - **Bell Work** - **Direct Instruction/Modeling Proficiency** - **Practice (Includes Station Rotation)** - **Academic Defense** - **Closure** - **Exit Ticket** **Grouping Configuration** **(Whole Group, Small Group, Teams, Work Stations with Objectives, Whole Group Closure)**	PBO: The student will be able to select a varied repertoire of music to study based on interest and music reading skills, in order to demonstrate an understanding of musical structure, context, and the technical skill of the individual or ensemble. Bell Work: Think about what a successful year in orchestra looks like for you. Write or draw out your goals/vision. - Attendance and roll call	PBO: The student will be able to select a varied repertoire of music to study based on interest and music reading skills, in order to demonstrate an understanding of musical structure, context, and the technical skill of the individual or ensemble. Bell work: Write down 3-5 of your favorite musical genres. Add any suggestions for repertoire for this school year based on interest. (Can be anything!) Team Building exercise: - Guess that song: Students will divide into even groups and take turns guessing the title and artist/composer of each song.	PBO: The student will be able to select a varied repertoire of music to study based on interest and music reading skills, in order to demonstrate an understanding of musical structure, context, and the technical skill of the individual or ensemble. Bell work: Quietly unpack your instrument and tune. I do /We do: Tuning procedure (5- 10 mins) - All-West chat and handout - Scales- review what they know, 1 octave for 5th period, 2 Octaves for 7th period. - C, G, D, A, F, Bb, Eb

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		- Syllabus sneak peek - Snowball game if time allows	Direct Instruction: - Briefly going over classroom rules and procedures using a PowerPoint. You do: - Watching a presentation of an orchestral performance while I am assigning instruments and storage slots. - Students will complete a handout for today's participation grade.	1st: Essential Elements review and one piece to sight read. 5th and 7th: Sight reading using suggestions from the prior lesson as well as teacher picks for the upcoming concert.
T1, T2, T3, T4, T5, T6, T7	**Assessments/ Checks for Understanding**	- Questions presented to the teacher	- Questions presented to the teacher	- Correct finger patterns played during scale warm-up - Correct pitches heard in the ensemble. - Correct rhythms being performed
T6	**Resources/Materials**	- PowerPoint - Promethean board	- Instrument inventory - YouTube - Instruments and cases - Song Playlist	- Instrument Scale Sheets - Various sheet music bundles including score and part for each instrument. - All-West Sheet
Essential Questions (Your Lesson Plan Must Answer each	1. **What do you want students to know/be able to understand?** 2. **How will you determine if students have mastered the content?**	1. Classroom Procedures and protocols and their classmates.	5. Classroom Procedures and protocols and their classmates. 6. Students will be able to identify classroom procedures. 7. Students who have mastered this content are ready help peers.	9. Classroom Procedures and protocols and their classmates. 10. Students will be able to identify classroom procedures. 11. Students who have mastered this content are ready help peers.

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of these questions)	3. **What are the next steps for students who have achieved mastery?** 4. **What are the next steps for students who have not achieved mastery?**	2. Students will be able to identify classroom procedures. 3. Students who have mastered this content are ready help peers. 4. Detailed look at problem areas/misconceptions. Students who mastered material can help students as well to offer perspectives.	8. Detailed look at problem areas/misconceptions. Students who mastered material can help students as well to offer perspectives.	12. Detailed look at problem areas/misconceptions. Students who mastered material can help students as well to offer perspectives.

Teach 1: Objective Driven Lesson – Engage students in objective driven lessons based on content standards and student data.
Teach 2: Explain content clearly and accurately.
Teach 3: Appropriately Challenging Work – Engage students at all learning levels with appropriately challenging work by effectively leveraging the District's curricula, guides, and resources.
Teach 4: Content Engagement – Provide students multiple ways to engage with content.
Teach 5: Higher-Level Thinking Skills – Use strategies that develop higher-level thinking skills.
Teach 6: Check for Understanding – Check for understanding and respond appropriately during the lesson.
Teach 7: Instructional Time – Maximize instructional time.