

LESSON PLAN TEMPLATE

Goal(s)

Objective(s)

Evaluation/Assessment(s)

Materials

Process/Task Analysis/Procedures

SAMPLE LESSON PLAN

Goal(s)

To create a music lesson plan.

Objective(s)

The student will create a lesson plan with a goal, corresponding observable and measurable objective, subsequent assessment, list of materials to complete the lesson, and sequential process for teaching. (This could be written as six separate objectives, see evaluation below).

Evaluation/Assessment(s)

The instructor will check to see if all five components are included.

The instructor will check if the goal is written broadly and in the “To _____” format.

The instructor will determine if the objective is observable and measurable and if it matches the goal.

The instructor will look at the assessment plan to see if it gives a method for evaluating the stated objective.

The instructor will look through the plans for the lesson and check off if all needed materials are included in the list of materials.

The instructor will review the sequential process for teaching and give descriptive feedback if

- it addresses the stated goal and objective
- any logical steps are missing
- any steps are unclear as to what the teacher will be doing in the lesson at any given time

Materials

Handout on Lesson plan template and mock sample lesson plan.

Markers for white board to do in-class examples.

Process/Task Analysis/Procedures

(this lesson could be completed in small chunks across many days)

1. Introduce the topic of lesson plans by reading through the assignment in the syllabus.
2. Talk about the components of a lesson plan: goal, corresponding observable and measurable objective, subsequent assessment, list of materials to complete the lesson, and sequential process for teaching
3. Define a goal as a broad focus of what you hope to accomplish in a lesson.
4. Give examples of non musical and musical goals. For example, to loose weight, to discriminate between staccato and legato playing, to sing with melodic and rhythmic accuracy
5. Define an objective as observable and measurable that works toward the goal. For example,
 - The student will loose 10 pounds January 1st, 2007.
 - After listening to two excerpts of music, the student will verbally identify which was an example of staccato playing and which was an example of legato playing.
 - The student will sing a 16-beat passage with 80% rhythmic and melodic accuracy.
6. Give out handout on goals and objectives.
7. Practice writing goals and objectives, both non musical and musical.
8. Work as a class and then in small groups on writing goals and objectives.
9. Discuss importance of evaluation/assessment. If you can't determine if your students met the objective, then the objective is not written appropriately.
10. Practice designing appropriate evaluation/assessment practices. For example,
 - The student will weigh himself daily and record his weight on a calendar between now and January 1st, 2007.
 - After listening to an excerpt, the student will be asked to state whether the selection was staccato or legato.
 - On a score of the 16-beat passage, the instructor will put a slash mark every time the student makes a rhythmic or melodic error. Following a predetermined number of correct rhythm and melodic possibilities, a % correct will be determined.

OK, you get the idea.....