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BAA Music Theory Lesson Plan	
Name: Starr Desmond	Date: 9/27/2021
Lesson Title: Music Theory - Rhythm Dictation & Solfege Share Outs	
Lesson Objectives/Instructional Outcomes. Students will be able to: Complete rhythmic dictation examples that use quarter, eighth and sixteenth note rhythms. Work in small groups to create a solfege melody that will be shared out at the end of class.	
Relationship to Overarching Learning Goals This lesson will help the students with their rhythms and how well they are able to recognize them. In their sophomore year they have to prep for sophomore recital and will be sight reading and singing a lot of music. This lesson will specifically help them with quarter, eighth and sixteenth note rhythms. The second half of this lesson focuses on community building, creating and being about to sing in front of the class. As sophomores who did not have the chance to be together last year, it is important that the students build a sense of community where they are able to work together and feel comfortable singing out in front of one another. Currently they are doing this type of work with a repertoire piece, so this is another way that they can build those skills.	
Instructional Materials/Resources: Handout provided by Ms. Desmond Pencil	
Anticipated Student Misconceptions: Students might get tripped up when we use some of the combo rhythms like “Ti Ticka and Ticka Ti” so that is why there is a review portion built into this lesson. In the review we are going to go over all of the rhythms we have learned together as well as doing one rhythm dictation all together and how the box system works.	
Concept Prerequisites (previous knowledge required): Solfege: Do Re Mi Fa Sol La Ti Do	
Introduction/Doorway in: We are going to start with some mindfulness/movement with Ms. Rivelli and I, then I am going to pass out the handout and have them work on the Do Now. The Do Now asks them to identify quarter, eighth and sixteenth notes.	
Instructional Activities: Flow of the Class: <ul style="list-style-type: none">-Do Now (5 mins)-Review Rhythms from Last Week by Clapping & “Tah-ing” (10 mins)-3 Rhythm Dictation Examples (10 mins)-Count off in 3’s to create small groups for the solfege exercise (5 mins)-Share Out (5 mins)	
Culminating Activity: <ul style="list-style-type: none">-Completing the Do Now-Clapping and Tah-ing along during the group activity-Using the handout to fill out the rhythm dictations-Participating in the class-Working in their small groups and sharing out	

Differentiation According to Student Needs:

Indicate the strategies you will use to address diverse student learning needs. Include accommodations for students with an IEP or 504, cultural, or linguistic needs.

-One student is extremely visually impaired and I have created a special version of the handout that has everything enlarged so that she can participate.

-One student is on an IEP plan and her work sheet has more examples and aids that will help her follow along for the lesson.

Assessment (Formative and Summative):

Filling out the handout for the rhythm dictation

Participating in the group work and sharing out at the end of class

Framework Alignment:

Indicate the MA Arts Standards covered in this lesson. Creating, performing, Responding and Connecting.

Generate and conceptualize artistic ideas and work. Compose musical ideas (e.g., rhythms, melodies, ostinato, and harmonies) using expanded forms (e.g., introductions, transitions, codas). (7-8.M.Cr.01)

Organize and develop artistic ideas and work. Document an original melody and simple accompaniment using standard notation (e.g., a melody and chords). (7-8.M.Cr.02)

Select, analyze and interpret artistic work for presentation. Identify basic strategies musicians use to practice and employ them in readying a musical work for performance. (7-8.M.P.04)