

Lesson Plan Template

Teacher Name: Noah Wheaton	Date: 12-2-25
Lesson Title: Maintaining dissonance	
Materials / Supplies: Voices	

Objectives / Instructional Goals: Start with “Students will...”	
What do you want your students to know or be able to do at the end of your lesson? These should be concrete, observable goals.	Students will be able to maintain dissonance with purpose and intention without losing intonation.

National Standards	
Which of the 11 NCAS Anchor Standards are you addressing?	I am addressing “Present.” MU: Pr6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres
Write the standard number and text.	
Highlight key action verbs.	

Source Citations (books, magazines, websites, etc)

Your lesson plan should be clear enough that another person could teach it. Include anything that is needed to successfully teach the lesson: notation, materials, key concepts. Your supervisor will always want a lesson plan to follow as they observe.

Lesson Plan Template

Body of Lesson		
	What Teacher Will Do and Say	What Students Will Do
Opener How will you introduce the concept? Timing: 2 min	To begin, I will instruct the class to sing a major scale as a review. Then I will instruct half of the class to stay on Do, and the other half to move to Re. I will then ask what they noticed about these two pitches.	Students will recognise the dissonance brought about by the major second and express what they hear
Body of Lesson How will students learn the objective? Timing: 5	I will direct the halves of the students to move from major 3rd to major 2nds, taking turns with each group being the one to move. I will then have the group perform the same exercise, but moving to a minor second instead.	Students will repeatedly practice moving into and out of major and minor seconds until they can stay in tune and arrive at the pitch efficiently.
Closure How will you recap the concept to make it stick? Timing: 1 -2 min	I will ask the class which version of a second they think is harder. After receiving the answer, we will do one last extra exercise where I point at each group to direct them up a half step or down a half step.	Students will express which version of a second they deem harder. Then, will practice moving in and out of dissonance through half steps.

Assessment: The assessment should be related directly to the objective.		
How will you know your objectives were met? How will you know <i>which students</i> learned the information?	I will know the objective is met when I see growth in intonation with the major and minor 2nds I will gauge what students learned about the information by asking for a show of hands to see who thinks the quality of sound from the group improved, and then from themselves.	