

<b>Lesson Title</b>	<b>All Together Now</b>	<b>Medium</b>	<b>Music</b>
<b>Curricular Unit</b>	<b>Setting Personal Goals</b>	<b>Lesson #</b>	<b>3</b>

**Lesson Goals**

<b>Socio-emotional</b>	Setting personal goals
<b>Artistic</b>	Elements of Music: • duration • intensity • pitch • timbre
<b>Academic</b>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**Lesson Details (45 minutes total)**

<b>Opening Routine</b> Time:	<i>To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.</i>
<b>Warm Up</b> Time: 10 mins	Lead a call and response with the drums, practicing several different rhythms.
<b>Lesson Intro</b> Time: 5 mins	Play a few rounds of musical chairs/standing spots with the teacher drumming as the music to move to. Students who become "out" can join the teacher in drumming.
<b>Brain break</b>	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>
<b>Main Lesson</b> Time: 20 mins	<p>Review the rhythm from last class 2 or 3 times.</p> <p>Ask students to share how they are feeling about the challenging phrase today.</p> <p>Invite students to set a personal goal for the challenging phrase. What can they do for themselves to better master the challenging phrase? Consider having them write their goal on a piece of paper.</p> <p>Give them time to rehearse the phrase independently or in small groups, providing support for the challenging part as needed.</p> <p>Rehearse the rhythm a few more times before checking in with students and inviting them to share how they feel they have progressed towards their goal.</p>
<b>Cool down/Closing</b> Time:	<i>Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.</i>

**Materials**

drums, paper &amp; pencils, chairs or sit upons

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
<b>Social/Emotional Skill</b>			
Setting personal goals	Students were able to identify a goal	Students were able to identify a goal and develop a plan	Students were able to take steps towards achieving the plan
<b>Artistic Skill</b>			

Elements of Music: • duration • intensity • pitch • timbre	Students were able to successfully mimic the element as demonstrated by the instructor	Students were able to demonstrate requested elements without supplied example	Students were able to identify elements within either their own works or works of others
Academic Skill			
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Students were able to express experiences or events through weak use of sensory, concrete, or figurative language	Students were able to express experiences or events through adequate use of sensory, concrete, or figurative language	Students were able to clearly express experiences or events through effective use of sensory, concrete, or figurative language