

Lesson Title	Organ Fail	Medium	Music
Curricular Unit	Decision Making: Identifying various consequences of actions	Lesson #	4
Lesson Goals			
Socio-emotional	Decision Making: Identifying various consequences of actions		
Artistic	Elements of Music: • duration • intensity • pitch • timbre		
Academic	Write narratives to develop real or imagined experiences or events.		
Lesson Details (45 minutes total)			
Opening Routine Time:	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.		
Warm Up Time: 5 mins	Boom whacker scales: A Major Provide students with boomwhackers, invite them to try to figure out where they should stand in line, and have them play the scale ascending and descending.		
Lesson Intro Time: 10 mins	Watch the organ scene from Goonies (https://www.youtube.com/watch?v=EV2pWhf__Pg). Ask students to identify some of the actions and their direct consequences.		
Brain break Time:	Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.		
Main Lesson Time: 20 mins	1. Ask students what they imagine is the worst thing that could happen when they perform at the end of the session? Will they fall through the stage? Invite them make a few suggestions that are recorded on a large sheet of paper or whiteboard. For each "consequence", invite students to consider what action they could take to prevent that consequence. 2. Assign students the note or notes that they will play in the song. Invite them to get their performance song sheet music out and circle places where they will play. 3. Play a round of musical chairs using the performance song. Ask "what is the consequence of not making to a chair when the music turns off?"		
Cool down/Closing Time:	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.		
Materials			
Goonies Movie Clip, performance sheet music, pencils, chairs, performance song			
Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Decision Making: Identifying various consequences of actions	Students were able to identify that consequences for actions were possible	Students were able to identify at least one possible consequence to an action	Students were able to identify one or more specific consequences associated with an action
Artistic Skill			
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			

Write narratives to develop real or imagined experiences or events.	Students were able to develop a narrative that may have inconsistencies in setting, characters, or point of view	Students were able to develop a narrative that adequately establishes setting, characters, or point of view	Students were able to develop a narrative with clear focus that effectively establishes setting, characters, or point of view
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