

<b>Lesson Title</b>	<b>Baby Steps</b>	<b>Medium</b>	<b>Music</b>
<b>Curricular Unit</b>	<b>Decision Making: Connecting consequences to actions</b>	<b>Lesson #</b>	<b>13</b>

<b>Lesson Goals</b>	
<b>Socio-emotional</b>	Decision Making: Identifying various consequences of actions
<b>Artistic</b>	Principles of Music: • composition • form • genre • harmony • rhythm • texture
<b>Academic</b>	Write narratives to develop real or imagined experiences or events.

**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: 5 mins	Boom whacker scales: E Flat 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.
<b>Lesson Intro</b> Time: 10 mins	Have students prepare for their first performance piece rehearsal. Collect sheet music and boom whackers and set up at their chairs.
<b>Brain break</b> Time:	<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	Work towards learning the first phrase of the performance piece.  It may be helpful to have students identify the order they are playing in even before beginning to play. This will allow students to know who to be watching for.  Slowly go through measure by measure, repeating from the beginning as each new measure is added on.  Consider providing a movement based brain break after the first 8-10 minutes before returning to the rehearsal.  Allow a few minutes at the end to discuss things that didn't go smoothly. What were those things a consequence of? How can those things be avoided during the next rehearsal?
<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>

<b>Materials</b>
sheet music, boom whackers, chairs

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
<b>Social/Emotional Skill</b> 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
<b>Artistic Skill</b> Principles of Music: • composition • form • genre • harmony • rhythm • texture	Students were able to demonstrate a basic understanding and application of the principle	Students were able to demonstrate a good understanding and application of the principle or principles used in the lesson	Students were able to demonstrate an exceptional understanding and application of the principle or principles used in the lesson

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