

Improvisation Lesson Plan

Grade: High School		Subject: Music – Improvisation (Jazz)	
Materials: Voices and/or Instruments, piano, recording tracks		Technology Needed: Music Selections to play from recordings	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input checked="" type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 12.3.2 Improvisation – Improvise rhythmic and melodic variations		Differentiation Below Proficiency: Seat near section leaders Above Proficiency: Make students section leaders, leadership responsibilities Approaching/Emerging Proficiency: Modalities/Learning Preferences: Verbal instruction(Auditory), Rehearsal(Kinesthetic, Auditory)	
Objective(s) The students will create their own stylistically appropriate rhythmic and melodic variations. Bloom’s Taxonomy Cognitive Level: Create			
Classroom Management- (grouping(s), movement/transitions, etc.) Normal seating placements, refer to agenda on board to know what is happening and what will happen next		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Be respectful, come prepared to class, participate in activities.	
Minutes	Procedures		
3	Set-up/Prep: Set up and have recordings needed ready to go for when you need them		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Start by having students repeat after me by singing in a call and response activity as I play the notes on a piano of two-note patterns in a certain key, then go to three-note and then four-note patterns as they are getting more familiar with the call and response and listening. 		
10	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Have a basic three or four-note pattern and change the rhythmic displacement of the pattern and have them do more call-response Have students come up with their own variations Discuss why call and response is a good thing for this type of learning. 		
20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Pick an easy, well-known song, like <i>Mary Had a Little Lamb</i> or <i>Twinkle Twinkle Little Star</i> Have students try to figure out what note the song starts on in relation to the key Have them try to come up with their own variations on rhythm and the melody Let them explore their ideas 		
15	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> Go around room having students share their ideas with each other Continue exploring and sharing ideas Pick up next time by incorporating some ideas like this into an actual song as a solo. 		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Discuss if there is any questions on how and what they should be doing. Consideration for Back-up Plan:		Summative Assessment (linked back to objectives) End of lesson: Performance assessment – willingness to participate and come up with their own variations If applicable- overall unit, chapter, concept, etc.:	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The students learned what to do when improvising and creating their own variations with a call and response activity.			