

## EdTPA Percussion Lesson Plan - 1

Teacher: Kenneth Kamping

Lesson Title: Learning and developing skills to play 8<sup>th</sup> notes starting on the off-beat

Music Learning Discipline (Instrumental, Choral, General): Instrumental

Grade(s): 6-8

Central Focus: Students will learn and be able to confidently play 8<sup>th</sup> note rhythms while starting on the off-beat. This lesson will serve to enable students to play 16<sup>th</sup> note rhythms while starting on the off-beat, and eventually play 5-stroke and 9-stroke rolls on the off-beat and learn the snare solo Roller Derby.

Essential Literacy Strategy: Students are developing their musical literacy by learning new types of rhythms and ways of counting music.

Requisite skills: Requisite skills for this lesson include knowing how to hold their drumsticks, read basic rhythms, count while playing and play 8<sup>th</sup> notes while starting on the beat.

Reading and Writing Connections: Students need to understand how to read musical notation and be able to count the rhythms that are presented to them in music. This is necessary in order for the students to engage in conversations with the teacher about the lesson.

Standards:

Common Core Standards:

ELA 2: Integration of Knowledge and Ideas: 7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

ELA 3: Staircase of Complexity: 1. Each grade level requires a “step” of growth.

New York State Learning Standards for the Arts:

MU:Cr3.1.E.8a –

Artistic Process: Creating

Anchor Standard: 3 – Refine and complete artistic work

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas persistence, and the application of appropriate criteria

Performance Indicator: Evaluate and refine created musical patterns that demonstrate particular content of music or texts studies in rehearsal, based on collaboratively selected criteria.

MU:Pr5.1.E.8a

Artistic Process: Performing

Anchor Standard: 5 – Develop and refine artistic techniques and work for presentation

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Performance Indicator: Use teacher and student feedback to develop strategies that address technical challenges to refine performance.

Developmentally Appropriate Learning Objectives Linked to Assessment:

Content Knowledge Objectives: Students will be able to play 8<sup>th</sup> note rhythms while starting on the off-beat, with 100% accuracy.

Process Skill and Concept Objectives: Students demonstrate their ability to correctly count while playing 8th notes after the teacher prompts them to count out loud.

Student Friendly Daily Learning Target: I will perform 8<sup>th</sup> note rhythms while starting on the off-beat by counting out loud and subdividing in my head, while maintaining correct hand technique.

Music Education Approach:

This Lesson incorporates aspects of Gordon's Music Learning Theory.

Academic Language:

Vocabulary: 8<sup>th</sup> notes, off-beat, subdivision, counting, match grip

Language Function:

Perform: Students perform 8<sup>th</sup> note rhythms both starting on the downbeat, as well as the off-beat.

Respond: Students respond as the teacher begins counting to start on the off-beat and begin counting along with the teacher.

Evaluate: Students peer evaluate each other on whether or not they count and play the rhythms correctly.

Additional Language Demand:

Syntax: Students read the subdivisions for the beat that were written down by the teacher on the whiteboard.

Discourse: Students follow along with the teacher as they demonstrate how to count 8<sup>th</sup> notes without looking at music.

### Monitoring Student Learning: Formal and Informal Assessment

Description of Assessment: During the lesson, informal assessment will be used by the teacher to gauge how well the students are understanding the concepts the teacher is talking about.

What is being assessed: The students are being assessed on how well they understand and are able to perform different 8<sup>th</sup> note rhythms while starting on the off-beat, this on top of other aspects such as class preparedness, engagement, and behavior.

Assessment Accommodations: Assessment accommodations will be made on a case-by-case basis depending on a child's specific needs as described in their IEP or 504 plan.

### Feedback:

Type of feedback that will be given to students: Students will be reminded of correct posture and hand positioning while playing the snare drum and be reminded to count loudly to help each other. If at any point a student is having trouble with a concept, that concept will be restated and be put in simpler terms if possible.

What students will do with the feedback: The students will respond to the feedback given and strive to make adjustments and improvements in their playing.

### Instructional Resources and Materials:

- Snare drum practice pads for each student
- Music stands
- Whiteboard / Smartboard
- Drumsticks
- Pencils
- Rudiment practice sheets

Connection to Prior Academic Learning and Requisite Skills: The students will use their prior knowledge of counting out loud and playing 8<sup>th</sup> note rhythms while starting on the beat in order to help them perform 8<sup>th</sup> note rhythms while starting on the off-beat.

Connections to Cultural/Personal/Community Assets: This lesson is helping to build skills to be able to play 5-stroke and 9-stroke rolls on the off-beat. Drum rolls are a very important aspect of snare drum playing and are understood by any community or culture. By learning how to play rolls in different ways, the students will be able to play more songs as well.

Instructional Strategies and Learning Tasks that Support Diverse Student Needs:

Motivation: This lesson will keep the students engaged constantly while trying to play the different 8<sup>th</sup> note rhythms that are presented to them on the Smartboard. The teacher will approach and talk to all the students with a positive attitude and give the students positive energy to feed off of. Positive behavior by students will be recognized and applauded as to encourage others to do the same.

Sound Before Sight Procedure:

Time	Teacher Action	Student Action
5 Minutes	Before the students walk in for their lesson, the teacher will have put out enough music stands, and cleared the space for the lesson. The teacher will instruct the students as they walk in to set up their practice pads and start warming up by playing singles on each hand and practicing the rudiments they have previously learned.	The students will set up their practice pads and begin warming up by practicing their singles on each hand and rudiments as instructed by the teacher.
10 Minutes	The teacher will lead the group in playing various 8 <sup>th</sup> note rhythms together while counting the rhythms out loud. The teacher will clearly state that they should play all rhythms as singles alternating between each hand. The rhythms at first will all start on the down beat. Once the teacher is satisfied with their playing, the teacher will begin playing the same rhythms, but will count them starting on the off-beat (the word “and”). The teacher will describe how the rhythms should feel the same (the same number of notes) even though they are counted differently this time.	The students will follow the teacher and play the various rhythms together and count along while playing. The students will follow the teacher’s prompts and try their best to count while starting on the off-beat.
5 Minutes	The teacher will then show on the Smartboard/Whiteboard what various rhythms look like when they start on the “and” of the beat (the off-beat). Above the rhythms, the syllables for each note as they relate to the beat will be presented. The teacher will describe how some rhythms might sound very similar but can be written in different ways depending on where they occur in the music.	The students will stay engaged while looking at the various rhythms and will try their best to understand the concepts the teacher talks about.

15 Minutes	The teacher will lead the students in playing through all of the eighth note rhythms that are presented on the board. The teacher will ensure that all students are counting the rhythms as they play them. If there is any difficulty with rhythms, the teacher will break them down and explain them in a different way and utilize the other students in the class to keep time/count while the student who is struggling attempts to play the rhythm.	The students will do their best to play the different rhythms that are presented on the board. If a student needs help, they will assist in any way the teacher asks them to.
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Closure: The teacher will hand out a practice sheet with different eighth note rhythms that all include playing on the “and” of the beat, and will instruct the students to practice these rhythms before their next lesson.

Student Reflection Exercise: Students will be asked to practice playing the different rhythms found on their eighth note practice sheet.

Learning Adaptations/Differentiation Strategies Based on IEP or 504 Plans:

Learning Disabilities: The teacher will always be a model for correct posture/hand position that is needed and will explain concepts using the simplest terms they can. Appropriate behavior will be recognized and applauded, while inappropriate behavior will also be recognized and supplemented with suggestions for improvement.

Communication Disorders: The teacher will utilize alternative means of communication. The counting and subdivisions required will be displayed on the Smartboard so the students can follow the lesson.

Hearing Impairments: Students with hearing impairments will be positioned closest to the teacher, and visual representations of the counting required will be presented on the Smartboard.

Visual Impairments: Students with hearing impairments will be positioned closest to the teacher, and instructions will be given audibly and clearly so that the student understands.

Physical Impairments: Students will be accommodated based on their specific IEP needs, and the teacher will collaborate with the school’s PT in order to facilitate student success. The room will be wheelchair accessible.

Behavioral Issues: The classroom rules will be clearly presented throughout the room in order to serve as constant reminders to the students of how they should behave. There will be a set routine for each lesson, and students will be notified of any change to the routine.

Technology Integration to Support Learning: The Smartboard will be utilized to show different 8<sup>th</sup> note rhythms, as well as contain slides to help explain how to count these different rhythms.

Class Assessment Rubric: Playing 8<sup>th</sup> Note Rhythms on the Off-Beat

Classroom Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Category	Outstanding - 4	Excellent - 3	Developing - 2	Needs Assistance - 1
Behavior	All students responded well and there were no behavioral issues.	Most of the students responded well and there were few behavioral issues.	Most of the students responded well, but there were some behavioral issues.	Some of the class responded well, but there were many behavioral issues throughout the lesson
Understanding of New Concepts	All students understood the lesson and were able to perform the rhythms correctly.	All students understood the lesson, and few struggled to perform the rhythms correctly.	Most students understood the lesson, but there were some to struggled to perform the rhythms correctly.	Some of the class understood the lesson, but there were many students who were unable to perform the rhythms correctly.

EdTPA Percussion Lesson Plan - 2

Teacher: Kenneth Kamping

Lesson Title: Learning and developing skills to play 16<sup>th</sup> notes starting on the off-beat

Music Learning Discipline (Instrumental, Choral, General): Instrumental

Grade(s): 6-8

Central Focus: Students will learn and be able to confidently play 16<sup>th</sup> notes while starting on the off-beat. This lesson will serve to eventually enable students to play 5-stroke and 9-stroke rolls on the off-beat and learn the snare solo Roller Derby.

Essential Literacy Strategy: Students are developing their musical literacy by learning new types of rhythms and ways of counting music.

Requisite skills: Requisite skills for this lesson include knowing how to hold their drumsticks, read basic rhythms, play on the off-beat, count while playing and play 16<sup>th</sup> notes while starting on the beat.

Reading and Writing Connections: Students need to understand how to read musical notation and be able to count the rhythms that are presented to them in music. This is necessary in order for the students to engage in conversations with the teacher about the lesson.

Standards:

Common Core Standards:

ELA 2: Integration of Knowledge and Ideas: 7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

ELA 3: Staircase of Complexity: 1. Each grade level requires a “step” of growth.

New York State Learning Standards for the Arts:

MU:Cr1.1.E.8a

Artistic Process: Creating

Anchor Standard: 1 – Generate and conceptualize artistic ideas and work

Enduring Understanding: The creative ideas, concepts, and feelings that influence a musician’s work emerge from a variety of sources.

Performance Indicator: Generate melodic, rhythmic, and timbral ideas, based of characteristic(s) of music or text(s) studied in rehearsal.

MU:Cr3.1.E.8a

Artistic Process: Creating

Anchor Standard: 3 – Refine and complete artistic work

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas persistence, and the application of appropriate criteria

Performance Indicator: Evaluate and refine created musical patterns that demonstrate particular content of music or texts studies in rehearsal, based on collaboratively selected criteria.

MU:Pr5.1.E.8a

Artistic Process: Performing

Anchor Standard: 5 – Develop and refine artistic techniques and work for presentation

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Performance Indicator: Use teacher and student feedback to develop strategies that address technical challenges to refine performance.

Developmentally Appropriate Learning Objectives Linked to Assessment:

Content Knowledge Objectives: Students will be able to play 16<sup>th</sup> note rhythms while starting on the off-beat, with 100% accuracy.

Process Skill and Concept Objectives: Students demonstrate their ability to correctly count while playing 16<sup>th</sup> notes after the teacher prompts them to count out loud.

Student Friendly Daily Learning Target: I will perform 16<sup>th</sup> note rhythms while starting on the off-beat by counting out loud and subdividing in my head, while maintaining correct hand technique.

Music Education Approach:

This Lesson incorporates aspects of Gordon's Music Learning Theory.

Academic Language:

Vocabulary: 16<sup>th</sup> notes, off-beat, subdivision, counting, match grip

Language Function:

Perform: Students perform 16<sup>th</sup> note rhythms both starting on the downbeat, as well as the off-beat.

Respond: Students respond as the teacher begins counting to start on the off-beat and begin counting along with the teacher.

Evaluate: Students peer evaluate each other on whether or not they count and play the rhythms correctly.

Additional Language Demand:

Syntax: Students read the subdivisions for the beat that were written down by the teacher on the whiteboard.

Discourse: Students follow along with the teacher as they demonstrate how to count 16<sup>th</sup> notes without looking at music.

Monitoring Student Learning: Formal and Informal Assessment

Description of Assessment: During the lesson, informal assessment will be used by the teacher to gauge how well the students are understanding the concepts the teacher is talking about.

What is being assessed: The students are being assessed on how well they understand and are able to perform different 16<sup>th</sup> note rhythms while starting on the off-beat, this on top of other aspects such as class preparedness, engagement, and behavior.

Assessment Accommodations: Assessment accommodations will be made on a case-by-case basis depending on a child's specific needs as described in their IEP or 504 plan.

Feedback:

Type of feedback that will be given to students: Students will be reminded of correct posture and hand positioning while playing the snare drum and be reminded to count loudly to help each other. If at any point a student is having trouble with a concept, that concept will be restated and be put in simpler terms if possible.

What students will do with the feedback: The students will respond to the feedback given and strive to make adjustments and improvements in their playing.

Instructional Resources and Materials:

- Snare drum practice pads for each student
- Music stands
- Whiteboard / Smartboard
- Drumsticks
- Pencils
- Off-beat eighth note rhythm practice sheets

Connection to Prior Academic Learning and Requisite Skills: The students will use their prior knowledge of counting out loud and playing 16<sup>th</sup> note rhythms while starting on the beat in order to help them perform 16<sup>th</sup> note rhythms while starting on the off-beat.

Connections to Cultural/Personal/Community Assets: This lesson is helping to build skills to be able to play 5-stroke and 9-stroke rolls on the off-beat. Drum rolls are a very important aspect of snare drum playing and are understood by any community or culture. By learning how to play rolls in different ways, the students will be able to play more songs as well.

Instructional Strategies and Learning Tasks that Support Diverse Student Needs:

Motivation: This lesson will keep the students engaged constantly while trying to play the different 16<sup>th</sup> note rhythms that their peers are creating. The teacher will approach and talk to all the students with a positive attitude and give the students positive energy to feed off of. Positive behavior by students will be recognized and applauded as to encourage others to do the same.

Sound Before Sight Procedure:

Time	Teacher Action	Student Action
5 Minutes	Before the students walk in for their lesson, the teacher will have put out enough music stands, and cleared the space for the lesson. The teacher will instruct the students as they walk in to set up their practice pads and start warming up by playing the different rhythms on the practice sheet the teacher gave to them during the previous lesson.	The students will set up their practice pads and begin warming up by practicing the rhythms found on their practice sheet given to them during the previous lesson.
10 Minutes	The teacher will lead the group in playing various 16 <sup>th</sup> note rhythms together while counting the rhythms out loud. The teacher will clearly state that they should play all rhythms as singles alternating between each hand. The rhythms at first will all start on the down beat. Once the teacher is satisfied with their playing, the teacher will begin playing the same rhythms, but will count them starting on the off-beat (the word “and”). The teacher will describe how the rhythms should feel the same, even though they are counted differently this time.	The students will follow the teacher and play the various rhythms together and count along while playing. The students will follow the teacher’s prompts and try their best to count while starting on the off-beat.
5 Minutes	The teacher will then show on the Smartboard/Whiteboard what various rhythms look like when they start on the “and” of the beat (the off-beat). Above the rhythms, the syllables for each note as they relate to the beat will be presented. The teacher will describe how some rhythms might sound very similar, but can be written in different ways depending on where they occur in the music.	The students will stay engaged while looking at the various rhythms and will try their best to understand the concepts the teacher talks about.
15 Minutes	The teacher will then instruct the students that they will be improvising different rhythms that begin on the “and” of beat 1. The students will be instructed that they can use any of the rhythms presented on the board together or create their own rhythm. The teacher will instruct the students that the only parameters are that	The students will do their best to create 16 <sup>th</sup> note rhythms and will support their classmates as they create their own rhythms by performing them.

	<p>they must start on the “and” of beat 1, they must count their rhythm while playing it, and must contain only quarter, 8<sup>th</sup>, or 16<sup>th</sup> note rhythms.</p> <p>The teacher will lead the students in improvising rhythms for one another. After one student creates a rhythm, the rest of the class will repeat that rhythm, and this will continue around the class until the teacher stops.</p>	
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Closure: The teacher will inform the students that they must practice playing different 16<sup>th</sup> note rhythms while counting and starting on the off-beat, and to write down the different rhythms that they create while practicing.

Student Reflection Exercise: Students will be asked to practice playing different 16<sup>th</sup> note rhythms while starting on the off-beat and must write down the rhythms that they create.

Learning Adaptations/Differentiation Strategies Based on IEP or 504 Plans:

Learning Disabilities: The teacher will always be a model for correct posture/hand position that is needed and will explain concepts using the simplest terms they can. Different 16<sup>th</sup> note rhythms will be presented on the Smartboard for them to choose from if they struggle with improvising their own. Appropriate behavior will be recognized and applauded, while inappropriate behavior will also be recognized and supplemented with suggestions for improvement.

Communication Disorders: The Teacher will utilize alternative means of communication. The counting and subdivisions required will be displayed on the Smartboard so the students can follow the lesson.

Hearing Impairments: Students with hearing impairments will be positioned closest to the teacher, and visual representations of the counting required will be presented on the Smartboard.

Visual Impairments: Students with hearing impairments will be positioned closest to the teacher, and instructions will be given audibly and clearly so that the student understands.

Physical Impairments: Students will be accommodated based on their specific IEP needs, and the teacher will collaborate with the school’s PT in order to facilitate student success. The room will be wheelchair accessible.

Behavioral Issues: The classroom rules will be clearly presented throughout the room in order to serve as constant reminders to the students of how they should behave. There will be a set routine for each lesson, and students will be notified of any change to the routine.

Technology Integration to Support Learning: The Smartboard will be utilized to show different 16<sup>th</sup> note rhythms, as well as contain slides to help explain how to count these different rhythms.

Class Assessment Rubric: Playing 16<sup>th</sup> Note Rhythms on the Off-Beat

Classroom Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Category	Outstanding - 4	Excellent - 3	Developing - 2	Needs Assistance - 1
Behavior	All students responded well and there were no behavioral issues.	Most of the students responded well and there were few behavioral issues.	Most of the students responded well, but there were some behavioral issues.	Some of the class responded well, but there were many behavioral issues throughout the lesson
Understanding of New Concepts	All students understood the lesson and were able to perform the rhythms correctly.	All students understood the lesson, and few struggled to perform the rhythms correctly.	Most students understood the lesson, but there were some to struggled to perform the rhythms correctly.	Some of the class understood the lesson, but there were many students who were unable to perform the rhythms correctly.

EdTPA Percussion Lesson Plan - 3

Teacher: Kenneth Kamping

Lesson Title: Learning and developing skills to perform 5-stroke and 9-stroke rolls starting on the off-beat.

Music Learning Discipline (Instrumental, Choral, General): Instrumental

Grade(s): 6-8

Central Focus: Students will learn and be able to confidently play through the snare solo Roller Derby by Thomas Brown. While learning this solo, they will become more comfortable with playing 5-stroke and 9-stroke rolls when starting on the off-beat.

Essential Literacy Strategy: Students are developing their musical literacy by learning and practicing different types of rolls while counting out-loud to understand how the rolls line up with each beat.

Requisite skills: Requisite skills for this lesson include knowing how to hold their drumsticks, read basic rhythms, read and differentiate between 5-stroke and 9-stroke rolls, count while playing, playing on the off-beat, and playing 5-stroke and 9-stroke rolls while starting on the beat.

Reading and Writing Connections: Students need to understand how to read simple musical vocabulary such as differentiating between 5 and 9 stroke rolls. This is necessary in order for the students to engage in conversations with the teacher about the lesson.

Standards:

Common Core Standards:

ELA 2: Integration of Knowledge and Ideas: 7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

ELA 3: Staircase of Complexity: 1. Each grade level requires a “step” of growth.

New York State Learning Standards for the Arts:

MU:Cr3.1.E.8a –

Artistic Process: Creating

Anchor Standard: 3 – Refine and complete artistic work

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas persistence, and the application of appropriate criteria

Performance Indicator: Evaluate and refine created musical patterns that demonstrate particular content of music or texts studies in rehearsal, based on collaboratively selected criteria.

MU:Pr5.1.E.8a

Artistic Process: Performing

Anchor Standard: 5 – Develop and refine artistic techniques and work for presentation

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Performance Indicator: Use teacher and student feedback to develop strategies that address technical challenges to refine performance.

MU:Re8.1.E.8a

Artistic Process: Responding

Anchor Standard: 8 - Interpret meaning in artistic work

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Performance Indicator: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

Developmentally Appropriate Learning Objectives Linked to Assessment:

Content Knowledge Objectives: Students will be able to play 5-stroke and 9-stroke rolls while starting on the off-beat, with 100% accuracy.

Process Skill and Concept Objectives: Students demonstrate their ability to correctly count while playing 5-stroke and 9-stroke rolls after the teacher prompts them to count out loud.

Student Friendly Daily Learning Target: I will perform 5-stroke and 9-stroke rolls while starting on the off-beat by counting out loud and subdividing in my head, while maintaining correct hand technique.

Music Education Approach:

This Lesson incorporates aspects of Gordon's Music Learning Theory.

Academic Language:

Vocabulary: 5-stroke roll, 9-stroke roll, subdivision, counting, match grip

Language Function:

Perform: Students perform 5-stroke and 9-stroke rolls both starting on the downbeat, as well as the off-beat.

Respond: Students respond as the teacher begins counting to start on the off-beat and begin counting along with the teacher.

Evaluate: Students peer evaluate each other on whether or not they count and play the rolls correctly.

Additional Language Demand:

Syntax: Students read the subdivisions for the beat that were written down by the teacher on the whiteboard.

Discourse: Students follow along with the teacher as they demonstrate how to count 5-stroke and 9-stroke rolls without looking at music.

Monitoring Student Learning: Formal and Informal Assessment

Description of Assessment: During the lesson, informal assessment will be used by the teacher to gauge how well the students are understanding the concepts the teacher is talking about.

What is being assessed: The students are being assessed on how well they understand and are able to perform 5-stroke and 9-stroke rolls while starting on the off-beat, this on top of other aspects such as class preparedness, engagement, and behavior.

Assessment Accommodations: Assessment accommodations will be made on a case-by-case basis depending on a child's specific needs as described in their IEP or 504 plan.

Feedback:

Type of feedback that will be given to students: Students will be reminded of correct posture and hand positioning while playing the snare drum and be reminded to count loudly to help each other. If at any point a student is having trouble with a concept, that concept will be restated and be put in simpler terms if possible.

What students will do with the feedback: The students will respond to the feedback given and strive to make adjustments and improvements in their playing.

Instructional Resources and Materials:

- Snare drum practice pads for each student
- Music stands
- Whiteboard / Smartboard
- Drumsticks
- Pencils
- Rudiment practice sheets
- The snare solo Roller Derby

Connection to Prior Academic Learning and Requisite Skills: The students will use their prior knowledge of counting out loud and playing 5-stroke and 9-stroke rolls while starting on the beat in order to help them learn how to play the rolls while starting on the off-beat.

Connections to Cultural/Personal/Community Assets: Drum rolls are a very important aspect of snare drum playing and are understood by any community or culture. By learning how to play rolls in different ways, the students will be able to play more songs as well.

Instructional Strategies and Learning Tasks that Support Diverse Student Needs:

Motivation: This lesson will keep the students engaged constantly while trying to play the different types of rolls. The teacher will approach and talk to all the students with a positive attitude and give the students positive energy to feed off of. Positive behavior by students will be recognized and applauded as to encourage others to do the same.

Sound Before Sight Procedure:

Time	Teacher Action	Student Action
5 Minutes	Before the students walk in for their lesson, the teacher will have put out enough music stands, and cleared the space for the lesson. The teacher will instruct the students as they walk in to set up their practice pads and start warming up by practicing their 5-stroke and 9-stroke rudiments.	The students will set up their practice pads and begin warming up by practicing their 5-stroke and 9-stroke rolls, as instructed by the teacher.
15 Minutes	The teacher will lead the group in playing 5 and 9-stroke rolls together. While doing this the teacher will encourage the students to count out loud with them so they understand the rhythms they are playing. The teacher will lead the students and count “One-Ee-And-Uh-Two, Three-Ee-And-Uh-Four” for the 9-stroke rolls, and “One-Ee-And, Two-Ee-And” for the 5-stroke rolls. Once the teacher is satisfied with their counting and playing, the teacher will then begin to count “And-Uh-Two-Ee-And, And-Uh-Four-Ee-And” for the rolls. The teacher will encourage the students to count along with them. By doing this, the teacher aims to get the students to understand how to count 5 and 9-stroke rolls that start on an off-beat. The teacher will continue this process until all of the students understand how the rhythm goes.	The students will follow the teacher and play their 5 and 9-stroke rolls together and count along while playing. The students will follow the teacher’s prompts and try their best to count while starting on the off-beat.
15 Minutes	The teacher will then hand out the music for the snare solo that they will all be learning, Roller Derby. The teacher will first ask the students to look at and identify the rolls found in measures 1 and 2. Once these rolls are identified, they will play those measures as a group. The teacher will then ask the students to look at measure 3 and tell the students how on the first beat there is a 5-stroke roll, except it starts on the off-beat. The teacher will count them off and as a group they will attempt to count and play the first couple	The students will follow the teacher’s prompts and participate in identifying and playing through the rolls presented in the music. The students will do their best to try and understand how to count and play the rolls presented to them by starting on the off-beat.

	<p>beats of that measure. The teacher will provide aide to students as needed. Once the students understand this, the teacher will then instruct them to look at measure 6. The teacher will tell the students how between beats 2 and 3 there is a 9-stroke roll that starts on the off-beat. The teacher will count them off and they will attempt to count and play through this measure. The teacher will help any students as needed.</p>	
10 Minutes	<p>The teacher will inform the students that for their next lesson, they must practice and prepare up to measure 9 in Roller Derby. The teacher will then play through those measures with the students a few times, to ensure the students understand everything in those measures. The teacher will answer any questions from the students that arise.</p>	<p>The students will play through the assigned measures as instructed and will do their best to count and play the correct rhythms.</p>

Closure: The teacher will inform the students that they must practice the first 8 measures of Roller Derby and will play through those measures with the students to ensure they understand everything that happens within those measures. The teacher will answer any questions that the students have.

Student Reflection Exercise: Students will be asked to practice playing 5-stroke and 9-stroke rolls while starting on the beat as well as while starting on the off-beat and will practice playing the first 8 measures of Roller Derby.

Learning Adaptations/Differentiation Strategies Based on IEP or 504 Plans:

Learning Disabilities: The teacher will always be a model for correct posture/hand position that is needed and will explain concepts using the simplest terms they can. Appropriate behavior will be recognized and applauded, while inappropriate behavior will also be recognized and supplemented with suggestions for improvement.

Communication Disorders: The Teacher will utilize alternative means of communication. The counting and subdivisions required will be displayed on the Smartboard so the students can follow the lesson.

Hearing Impairments: Students with hearing impairments will be positioned closest to the teacher, and visual representations of the counting required will be presented on the Smartboard.

Visual Impairments: Students with hearing impairments will be positioned closest to the teacher, and instructions will be given audibly and clearly so that the student understands.

Physical Impairments: Students will be accommodated based on their specific IEP needs, and the teacher will collaborate with the school’s PT in order to facilitate student success. The room will be wheelchair accessible.

Behavioral Issues: The classroom rules will be clearly presented throughout the room in order to serve as constant reminders to the students of how they should behave. There will be a set routine for each lesson, and students will be notified of any change to the routine.

Technology Integration to Support Learning: The Smartboard will be utilized to show the rhythm of the 5-stroke and 9-stroke rolls and how they will be presented in the music. The subdivisions and counting will also be shown above the music to help students understand how to count the rolls.

Class Assessment Rubric: Playing 5-stroke and 9-stroke Rolls on the Off-Beat

Classroom Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

Category	Outstanding - 4	Excellent - 3	Developing - 2	Needs Assistance - 1
Behavior	All students responded well and there were no behavioral issues.	Most of the students responded well and there were few behavioral issues.	Most of the students responded well, but there were some behavioral issues.	Some of the class responded well, but there were many behavioral issues throughout the lesson
Understanding of New Concepts	All students understood the lesson and were able to perform the rolls correctly.	All students understood the lesson, and few struggled to perform the rolls correctly.	Most students understood the lesson, but there were some to struggled to perform the rolls correctly.	Some of the class understood the lesson, but there were many students who were unable to perform the rolls correctly.