

## HIGH SCHOOL TRUMPET LESSON PLAN 1

Teacher: Kenneth Kamping	Date: February 11 <sup>th</sup>	Grade(s): 10-12
Lesson Title	Relating Major Scales to their Relative and Parallel Minor.	
Music Learning Discipline	Instrumental, Trumpet	
Central Focus	Through learning about minor scales and keys, students will compare and contrast the similarities and differences between major and minor scales and key signatures in order to be able to perform them, identify them in their band music and create their own minor melodies.	
Lesson Aim	Students will gain a greater understanding of how minor and major tonalities feel and how they are related to one another. Through doing this, students will discover the natural minor scale.	
NY Learning Standards for the Arts	<p><u>MU:Pr4.2.E.HSIIa</u>            Artistic Process: Performing            Anchor Standard: 4 – Analyze the structure and context of varied musical works and their implications for performance.            Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.            Performance Indicator: Demonstrate how compositional devices and structural aspects of musical works may affect performance.</p> <p><u>MU:Re8.1.E.HSIa</u>            Artistic Process: Responding            Anchor standard: 8 – Interpret meaning of artistic work            Enduring Understanding: Through their use of elements and structures of music, creator and performers provide clues to their expressive intent.            Performance Indicator: Explain and support interpretations of 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.</p>	
Content Knowledge Objectives	Students will be able to compare major and minor keys along with being able to find the relative and parallel minor key signatures and play natural minor scales relating to a specific major scale with 100% accuracy.	
Process Skill and Concept Objectives	Students demonstrate their understanding of how to compare major and minor keys along with being able to find the relative and parallel minor key signatures and natural minor scales when given a specific major scale.	
Music Education Approach	The lesson incorporates aspects of Gordon’s Music Learning Theory.	
Academic Language	<p>Vocabulary: scales, major, minor, relative minor, parallel minor, natural minor, emotions.</p> <p>Language Function - Compare and contrast: Students will compare and contrast the similarities and differences between major and minor keys and scales in both how they look and sound.</p> <p>Syntax: Students will engage in syntax by reading the 2 different musical excerpts that contain musical notation.</p>	

Assessment	<p>Description of Assessment: The teacher will use informal assessment throughout the lesson by asking the students questions pertaining to the lesson to ensure that they all understand the different concepts. The teacher will also informally assess the students by checking the worksheets that the students will fill out and answer questions on. The teacher will formally assess the student's performance of the different natural minor scales using a rubric for each student.</p> <p>What is being assessed: The student's ability to perform the different scales, compare minor and major keys along with their understanding of how to find a key center's relative minor and parallel minor key signatures, and how to spell each scale out correctly.</p> <p>Assessment accommodations: Differentiated instruction and assessment will be given to those that need it, as described in their IEP or 504 Plan. The one student with an IEP will be given modified worksheets where instead of being given written questions, they are given multiple choice questions that ask for the same content without forcing them to write.</p>
Feedback	<p>Type of feedback that will be given to students: The teacher will provide helpful hints such as reminding the students that for relative minor the key signature stays the same and the root note changes, but for parallel minor the key signature changes while the root note stays the same.</p> <p>What students will do with the feedback: Students use feedback to better understand how to find the relative and parallel minor key signatures.</p>
Instructional Materials	Whiteboard, dry-erase markers and eraser, trumpet, chairs, music stands, major and minor excerpts handout, relative and parallel minor worksheet, and pencils.
Connection to Prior Learning	Students are familiar with multiple major scales along with their key signatures, can notate music on staff paper, and can count the scale degrees for their scales.
Connection to Cultural/Community Assets	Most music in the western culture is centered around either major or minor tonalities, along with the pieces that they will be playing in band class. By learning more about the differences and relationships between the major and minor tonalities, students will have a much greater understanding and appreciation for music.
Instructional Strategies	Motivation: Learning about other tonalities and scales in music opens up a whole new world of sounds to be heard and emotions to be felt from playing and listening to music. So, learning more about these tonalities opens the students up to better musical experiences.

Sound Before Sight Procedure:

Time	Teacher Action	Student Action
2 Minutes	The classroom will already be set up and prepared for the lesson. The teacher will greet students with a smile as they walk in and will encourage them to get set up quickly for their lesson.	Students will quickly get their instruments and find their seats for the lesson.
2 Minutes	The teacher will warm the class up by leading them through playing their C, F and Bb major scales all together.	Students will follow the teacher and play through their scales together.
5 Minutes	The teacher will say to the students, "Most of the music that we listen to centers around either a major or minor tonality. Today we will be learning about how these tonalities are different but also relate to each other." The teacher will then	Students will play each excerpt to the best of their ability and do their best to explain the

	<p>give the class a handout that has two excerpts on it: one with a major trio and one with the same trio but in a minor key. The teacher will preface them all that after playing each excerpt they are going to share how each one made them feel. The teacher will assign parts and lead the class through playing each excerpt. After playing each excerpt the teacher will ask the students to share the emotions that they felt while playing the excerpt. The teacher will be looking for answers such as “Joyful, uplifting, bright, calm” for the major excerpt and answers such as “Dark, mysterious, exotic, tense” for the minor excerpt, trying to stay away from the words “happy” or “sad”.</p>	<p>emotions that they felt while playing each excerpt.</p>
3 Minutes	<p>The teacher will then explain that each major key has 2 minor keys related to it, relative and parallel minor, and will write relative and parallel on the board. The teacher will have them look at the second excerpt that they played and have them look at the key signature. The teacher will say how “The key signature looks like C major, but it definitely doesn’t sound like C major.” The teacher will then have the class play the first couple measures of the excerpt again, this time listening for what note sounds like the root note. The teacher will then ask the students if anyone can figure out what the root note is.</p>	<p>Students will listen to the information being given to them by the teacher. Students will follow prompts from the teacher and will try to figure out the key center of the minor excerpt.</p>
5 Minutes	<p>After the students guess, the teacher will then say that the second excerpt is in A minor and will explain that A minor is the relative minor to C major. The teacher will say that “Relative minor means that the key signatures are the same as the relative major, but the root note is different” and write this on the board. The teacher will then explain that you can find any major key’s relative minor by just finding the 6<sup>th</sup> scale degree of the major scale, and that is the relative minor key. The teacher will then ask the class what the 6<sup>th</sup> scale degree of their C scale is. Students will respond with “A”. The teacher will then relate this to how in the excerpt the tonal center was A minor. The teacher will then ask the class to play a scale starting on A, while using the key signature of C (no sharps or flats). The teacher will lead the class in playing this scale, and afterwards will inform the class that they just played an A natural minor scale and will write the term “natural minor scale” down on the board.</p>	<p>Students will answer to their best ability and listen to the information being given to them by the teacher. The students will respond to prompts by the teacher and will do their best to understand the concept of relative minor. The students will play their A minor scale to the best of their ability. Students will get up and write on the board if prompted to by the teacher.</p>
7 Minutes	<p>The teacher will then ask the class about other key signatures and scales. The teacher will repeat the process above, and guide students in figuring out the relative minor root notes and natural minor scales for the keys of their written F and Bb, and possibly more if the students understand it. The teacher will have the students play each scale so that they all get a sense for how they sound and feel. The teacher will provide helpful hints and remind the students that for relative minor the key signature stays the same, but the root note changes.</p>	<p>The students will do their best to apply the information they just received to other keys. Students will perform the different minor scales to the best of their ability.</p>
3 Minutes	<p>Once the teacher is confident that the students understand relative minor, then they will move onto parallel minor. The teacher will say that “For parallel minor, the root note stays the same, but the key signature changes.” The teacher will</p>	<p>The students will listen to the teacher and ask any questions that they may have.</p>

	then explain that to find the parallel minor key signature you just need to add 3 flats to the current key, following the order of flats and sharps. The teacher will remind the students of the order of flats and sharps and will write it down on the board for them to see.	
7 Minutes	The teacher will then lead the class through playing their C major scale once again, then ask the class “What is the key signature for C major?” The students will respond with “No flats or sharps.” The teacher will lead the class through adding the necessary flats to find the key signature for C minor, while writing them down on the board, and will lead the class through playing their C natural minor scale. The teacher will then repeat this process with the keys of F and Bb, helping the students discover the key signatures and notes for F and Bb natural minor. The teacher will ask students to write on the board and answer questions.	The students will follow the teacher and play the scales to the best of their ability. Students will get up and write on the board if prompted to by the teacher.
10 Minutes	The teacher will give the class a handout to work on for the remainder of the period that includes different questions regarding relative and parallel minor and the natural minor scales they learned in class. The teacher will answer any questions that the students may have.	Students will complete the handout to the best of their ability and ask the teacher any questions they may have.

Closure	The lesson ends with the teacher collecting the worksheets that were given out at the end of class to informally assess how well the students are understanding certain concepts. The teacher will use this information to guide/modify following lessons to ensure that all students understand the concepts being presented.
Student Reflection	Students will be asked to include the minor scales they just learned in their warm up routines, and will be asked to listen to different songs in major and minor keys and think of words or emotions that those songs make them feel as all major and minor songs don’t evoke the same exact emotions.
Accommodations / Modifications	The teacher will offer modified worksheets and pre/post-tests for the student with a learning disability and will repeat instructions and information as needed. These worksheets will include multiple choice questions instead of writing questions to accommodate the learning needs of this student who struggles with writing. Pacing will be adjusted to fit the student’s needs.
Technology Integration	The teacher will utilize the whiteboard to display key signatures and scales, as well as provide a visual representation of the concepts that will be spoken about throughout the lesson.

## HIGH SCHOOL TRUMPET LESSON PLAN 2

Teacher: Kenneth Kamping	Date: February 12 <sup>th</sup>	Grade(s): 10-12
Lesson Title	Relating Harmonic and Melodic minor scales to the natural minor scale.	

Music Learning Discipline	Instrumental, Trumpet
Central Focus	Through learning about minor scales and keys, students will compare and contrast the similarities and differences between major and minor scales and key signatures in order to be able to perform them, identify them in their band music and create their own minor melodies.
Lesson Aim	Students will listen to excerpts containing harmonic and melodic minor scales, talk about the emotions that these scales illicit and compare them to emotions felt in the previous lesson regarding major and minor, and learn how these scales relate to the natural minor scale.
NY Learning Standards for the Arts	<p><u>MU:Pr4.2.E.HSIIa</u>  Artistic Process: Performing  Anchor Standard: 4 – Analyze the structure and context of varied musical works and their implications for performance.  Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.  Performance Indicator: demonstrate how compositional devices and structural aspects of musical works may affect performance.</p> <p><u>MU:Re8.1.E.HSIa</u>  Artistic Process: Responding  Anchor standard: 8 – Interpret meaning of artistic work  Enduring Understanding: Through their use of elements and structures of music, creator and performers provide clues to their expressive intent.  Performance Indicator: Explain and support interpretations of 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.</p> <p><u>MU:Cn10.1.E.HSIa</u>  Artistic Process: Connecting  Anchor Standard: 10 – Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.  Enduring Understanding: The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.  Performance Indicator: Reflect on past and current musical interest, people, and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore.</p>
Content Knowledge Objectives	Students will be able to compare emotions that other minor scales illicit in the listener to those emotions caused by major scales and will be able to relate these minor scales to the natural minor scale they already know in order to perform them with 100% accuracy.

Process Skill and Concept Objectives	Students demonstrate their understanding of how to compare major and minor keys along with being able to find the harmonic and melodic minor scales based off of their previous knowledge of the natural minor scale.
Music Education Approach	The lesson incorporates aspects of Gordon's Music Learning Theory.
Academic Language	<p>Vocabulary: scales, major, minor, relative minor, parallel minor, natural minor, harmonic minor, melodic minor</p> <p>Language Function - Compare and contrast: Students will compare and contrast the similarities and differences between major and minor keys and scales in both how they look and sound.</p> <p>Syntax: Students will engage in syntax by using musical notation and symbols to write the different minor scales on the board, and then read that same notation in order to play the scales.</p>
Assessment	<p>Description of Assessment: The teacher will use informal assessment throughout the lesson by asking the students questions pertaining to the lesson to ensure that they all understand the different concepts. The teacher will also informally assess the students by checking the worksheets that the students will fill out and answer questions on. The teacher will formally assess each student's ability to perform the different minor scales using a rubric.</p> <p>What is being assessed: The student's ability to perform the different minor scales, compare minor and major keys along with their understanding of how to find the harmonic and melodic minor scales based on their previous knowledge of the natural minor scale.</p> <p>Assessment accommodations: Differentiated instruction and assessment will be given to those that need it, as described in their IEP or 504 Plan. The one student with an IEP will be given modified worksheets, where instead of being given written questions, they are given multiple choice questions that ask for the same content without forcing them to write.</p>
Feedback	<p>Type of feedback that will be given to students: The teacher will provide helpful hints such as reminding the students that for harmonic minor you raise the 7<sup>th</sup> scale degree and for melodic minor you raise the 6<sup>th</sup> and 7<sup>th</sup> on the way up and play natural minor on the way down.</p> <p>What students will do with the feedback: Students use feedback to better understand how to play their harmonic and melodic minor scales.</p>
Instructional Materials	Whiteboard, dry-erase markers and eraser, speaker, trumpet, chairs, music stands, harmonic and melodic minor worksheets, and pencils.
Connection to Prior Learning	Students are familiar with multiple major scales along with their key signatures, can notate music on staff paper, are aware of how to find the relative and parallel minor of a key, and can play multiple natural minor scales.

Connection to Cultural/Community Assets	Most music in the western culture is centered around either major or minor tonalities, along with the pieces that they will be playing in band class. By learning more about the differences and relationships between the major and minor tonalities, and the different minor scales, students will have a much greater understanding and appreciation for music.
Instructional Strategies	Motivation: Learning about other tonalities and scales in music opens up a whole new world of sounds to be heard and emotions to be felt from playing and listening to music. So, learning more about these tonalities opens the students up to better musical experiences.

Sound Before Sight Procedure:

Time	Teacher Action	Student Action
2 Minutes	The classroom will already be set up and prepared for the lesson. The teacher will greet students with a smile as they walk in and will encourage them to get set up quickly for their lesson.	Students will quickly get their instruments and find their seats for the lesson.
4 Minutes	The teacher will warm the class up by leading them through playing their C, F and Bb major scales and a few natural minor scales all together. The teacher will provide helpful hints and review concepts that students struggled with based on their answers to the worksheet they completed at the end of the previous lesson.	Students will follow the teacher and play through their scales together to the best of their ability.
7 Minutes	The teacher will ask the students to recall the responses they had in the previous lesson regarding how major and minor both feel emotionally. The teacher will then tell the students that along with the natural minor scale that they learned, there are 2 other minor scales. The teacher will remind the students saying, "Minor does not just mean sad. Since there are multiple minor scales, there are many different emotions that each of them can illicit." The teacher will then play a recording of a musical excerpt that incorporates these other minor scales, ask for student responses based on this excerpt and compare it to their first responses.	Students will recall what they talked about in the previous lesson, listen to the musical excerpts, and respond to the excerpts as prompted by the teacher to the best of their ability.
7 Minutes	The teacher will then teach the students how the harmonic and melodic minor scales are both based on the natural minor scale. The teacher will say, "For harmonic minor, you take the natural minor scale and raise the 7 <sup>th</sup> scale degree by a half step." The teacher will ask students questions such as "What is the 7 <sup>th</sup> scale degree? What is a half-step?" The teacher will ask students to come up to the board and write their C, F and Bb harmonic minor scales, reminding them to take the natural minor scale and raise the 6 <sup>th</sup> and 7 <sup>th</sup> scale degrees on the way up. They will then all play each harmonic minor scale.	Students will listen to the information being given to them by the teacher. Students will participate in creating the harmonic minor scales and perform them to the best of their ability.

10 Minutes	The teacher will then teach the students about melodic minor. The teacher will say, “Melodic minor is different on the way up than it is on the way down. On the way up you raise the 6 <sup>th</sup> and 7 <sup>th</sup> scale degrees by a half step, and on the way down you lower them and play the natural minor scale.” The teacher will repeat the activity of having students go to the board and create the different melodic minor scales. The teacher will then lead the class in playing through each scale. The teacher will answer any questions that may arise.	Students will listen to the information being given to them by the teacher. Students will participate in creating the melodic minor scales and perform them to the best of their ability.
10 Minutes	The teacher will then hand out a worksheet where the students can practice reviewing the relative and parallel minor relationships, along with writing the different minor scales they just learned about. The teacher will go around and answer any questions that the students may have.	The students will do their best to complete the worksheet given to them and will ask the teacher any questions that they may have.

Closure	The lesson ends with the teacher collecting the worksheets that were given out at the end of class to informally assess how well the students are understanding certain concepts. The teacher will use this information to guide/modify following lessons to ensure that all students understand the concepts being presented.
Student Reflection	Students will be asked to include the minor scales they just learned in their warm-up routines and start trying to identify these different minor scales in music that they either listen to or play in band.
Accommodations / Modifications	The teacher will offer modified worksheets for the student with a learning disability related to writing and will repeat instructions and information as needed. These worksheets will include multiple choice questions instead of writing questions to accommodate the learning needs of this student who struggles with writing. Pacing will be adjusted to fit the student’s needs.
Technology Integration	The teacher will utilize the whiteboard to display key signatures and scales, as well as provide a visual representation of the concepts that will be spoken about throughout the lesson. The teacher will also use a speaker in order to play the recording of the musical excerpt.

### HIGH SCHOOL TRUMPET LESSON PLAN 3

Teacher: Kenneth Kamping	Date: February 13 <sup>th</sup>	Grade(s): 10-12
Lesson Title	Identifying different minor scales in music and creating original melodies based on those minor scales.	
Music Learning Discipline	Instrumental, Trumpet	

Central Focus	Through learning about minor scales and keys, students will compare and contrast the similarities and differences between major and minor scales and key signatures in order to be able to perform them, identify them in their band music and create their own minor melodies.
Lesson Aim	Students will review the different minor scales that they have learned about by playing through them in their warm-up, will talk about “Why?” different tonalities make us feel a certain way, and will compose their own melodies using one of the minor scales they have learned about.
NY Learning Standards for the Arts	<p><u>MU:Pr4.2.E.HSIIa</u>  Artistic Process: Performing  Anchor Standard: 4 – Analyze the structure and context of varied musical works and their implications for performance.  Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.  Performance Indicator: Demonstrate how compositional devices and structural aspects of musical works may affect performance.</p> <p><u>MU:Re8.1.E.HSIa</u>  Artistic Process: Responding  Anchor standard: 8 – Interpret meaning of artistic work  Enduring Understanding: Through their use of elements and structures of music, creator and performers provide clues to their expressive intent.  Performance Indicator: Explain and support interpretations of 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.</p> <p><u>MU:Cr1.1.C.HSIa</u>  Artistic Process: Creating  Anchor Standard: 1 – Generate and conceptualize artistic ideas and work  Ensuring Understanding: The creative ideas, concepts, and feelings that influence a musicians’ work emerge from a variety of sources  Performance Indicator: Generate melodic and rhythmic ideas for improvisations and compositions (such as one-part, cyclical, or binary)</p>
Content Knowledge Objectives	Students will be able to identify different minor scales being used in a piece of music, and create their own melodies based off of the different minor scales.
Process Skill and Concept Objectives	Students demonstrate their understanding of how to spot different minor scales in a piece of music, and how to use their previous knowledge of minor scales to create their own melody.
Music Education Approach	The lesson incorporates aspects of Gordon’s Music Learning Theory.
Academic Language	<p>Vocabulary: scales, major, minor, relative minor, parallel minor, natural minor, harmonic minor, melodic minor, composition, melody</p> <p>Language Function – Identify: Students will be able to identify the different major scales being used in the context of a piece of music.</p>

	<ul style="list-style-type: none"> <li>- Create: Students will create their own melodies using one of the minor scales they have learned.</li> </ul> <p>Syntax: Using musical notation, students will write their own melodies on a staff using musical notation and read the different melodies their peers create.</p>
Assessment	<p>Description of Assessment: The teacher will use informal assessment throughout the lesson by asking the students questions about the music they look at and the music they create to ensure that they understand how the different scales can be used in a composition. The teacher will also informally assess the student's knowledge of how to create a melody using the different minor scales based on their answers to the worksheet questions.</p> <p>What is being assessed: The student's ability to identify scales in music and create their own melodies based on their knowledge of the different minor scales.</p> <p>Assessment accommodations: Differentiated instruction and assessment will be given to those that need it, as described in their IEP or 504 Plan. The one student with an IEP will be given modified worksheets, where instead of being given written questions, they are given multiple choice questions that ask for the same content without forcing them to write. The teacher will aid the student in writing their melody on the musical staff.</p>
Feedback	<p>Type of feedback that will be given to students: The teacher will provide helpful hints such as reminding students of how to create each minor scale, and to look for accidentals in music to identify the different scales being used.</p> <p>What students will do with the feedback: Students use feedback to better understand the different minor scales and how to identify them in music as well as use them to create their own melodies.</p>
Instructional Materials	Whiteboard, dry-erase markers and eraser, trumpet, chairs, music stands, the band piece "Arsenal", staff paper, and pencils.
Connection to Prior Learning	Students are familiar with multiple major scales along with their key signatures, can notate music on staff paper, can read music, and can play multiple natural, harmonic and melodic minor scales.
Connection to Cultural/Community Assets	Most music in the western culture is centered around either major or minor tonalities, along with the pieces that they will be playing in band class. By learning more about the differences and relationships between the major and minor tonalities, and how to identify the different minor scales in music, students will have a much greater understanding and appreciation for music.
Instructional Strategies	Motivation: Learning about other tonalities and scales in music opens up a whole new world of sounds to be heard and emotions to be felt from playing and listening to music. So, learning more about these tonalities and how to identify them in music and create them, opens the students up to better musical experiences.

Sound Before Sight Procedure:

Time	Teacher Action	Student Action
2 Minutes	The classroom will already be set up and prepared for the lesson. The teacher will greet students with a smile as they walk in and will encourage them to get set up quickly for their lesson.	Students will quickly get their instruments and find their seats for the lesson.
7 Minutes	The teacher will warm the class up by leading them through playing and reviewing their C, F and Bb natural, harmonic and melodic minor scales. The teacher will provide helpful hints and remind them of the concepts they talked about in the previous lesson regarding raising the required scale degrees to create the harmonic and melodic minor scales.	Students will follow the teacher and play through their scales together to the best of their ability.
7 Minutes	The teacher will then ask the students to recall the discussions they have had in previous lesson regarding how different minor tonalities sound. The teacher will then ask the students “Why?” they think they feel these emotions while listening to different music. The teacher will lead a quick discussion as to “Why” music makes us feel certain ways and will talk about how other cultures use different scales in their music than what we are used to. The teacher will also mention that this affects how we perceive certain scales, and different types of music might be joyful to one person while also being mysterious to another just because of the way each of us perceives music. The teacher will then ask the students to take out one of their band pieces entitled “Arsenal”. The teacher will ask the class, “What makes harmonic and melodic minor scales different from other scales we have done?” The teacher will look for answers such as “We had to add accidentals.” The teacher will then explain that when you see accidentals in music, there is a chance that you might be playing in a minor key. The teacher will have students look at Letter G in “Arsenal”. The teacher will point out the accidentals that are there, and how it is written in a minor key. The teacher will then lead them through playing that excerpt of the music.	The students will take out Arsenal and look at the excerpt as prompted to by the teacher. The students will do their best to understand the concepts the teacher talks about and will play the excerpt to the best of their ability.
10 Minutes	The teacher will then mention to the students that they will be creating their own melodies based on one of the minor scales they have learned about. The teacher will pass out a worksheet to the class. The teacher will prompt the class to complete the worksheet and create their own melodies at the bottom to be performed by the class. The teacher will answer any questions the students may have. The teacher will aid the student who struggles with writing by helping them write their melody on the staff paper.	Students will complete the worksheets and create their own minor melodies to the best of their ability. The students will ask questions if they need assistance.

13 Minutes	The teacher will then have each student come to the board and write down their melody for the class. For the student who struggles with writing, the teacher will write the melody for them on the board. The teacher will then lead the class in playing through everyone's minor melody composition. The teacher will answer any questions that the students may have or correct any mistakes that the students may have made regarding the minor scale they chose and their composition.	Students will write their melodies on the board when it is their turn and will perform each of the melodies that their peers composed. The students will listen to any feedback given to them by the teacher.
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Closure	The lesson ends with the teacher collecting the worksheets that were given out in class to assess how well the students are understanding certain concepts. The teacher will use this information to guide any further review before their test. The teacher will also inform the students that there will be a test on what they have learned about minor scales and key signatures.
Student Reflection	Students will be asked to make any edits to their compositions they want to, after hearing them being performed, and will be asked to try and spot any other parts of their music that might be in a minor tonality.
Accommodations / Modifications	The teacher will offer modified worksheets for the student with a learning disability related to writing and will repeat instructions and information as needed. These worksheets will include multiple choice questions instead of writing questions to accommodate the learning needs of the student who struggles with writing. The teacher will aid the one student who struggles with writing while they compose their melody by helping them write on the staff paper. The teacher will also write their melody on the board for the class to play through, so they don't have to write on the board. Pacing will be adjusted to fit the student's needs.
Technology Integration	The teacher will utilize the whiteboard to display any helpful hints regarding the different minor scales, and student compositions.