

LESSON PLAN FORM - Example

Pupil's first name <i>Poppy</i>	Age <i>9</i>	Date of Lesson <i>10.11.20</i>	Teacher's name: <i>Joe Bloggs</i>
<p>Learning objectives for this 20-30 minute lesson (in relation to the Term's Aims and previous lesson). These should be informed by the Guiding Principles to include meaningful music making (GP1), knowledge and understanding (GP2) and technical and pianistic skills (GP3a):</p> <p>The pupil will be able to:</p> <ul style="list-style-type: none"> • <i>listen and identify $\frac{3}{4}$ time, and beat time while listening (GP1)</i> • <i>explain what a Minuet is (GP2)</i> • <i>count and clap (GP2) then play the first section of the Minuet hands separately (GP3a)</i> • <i>identify an imperfect and perfect cadence in the Minuet (GP2)</i> • <i>improvise in $\frac{3}{4}$ time (GP1)</i> <p>Repertoire being studied which provides context for the above: <i>Minuet in G by Christian Petzold (formerly thought to be by J.S. Bach)</i></p>			
Tuning In: <i>brief review of the week's practice and discussion of today's lesson plan (3-5 mins?)</i>			
<p>Warm-up (4-6 mins?) <i>Teacher plays the Minuet, Poppy identifies three beats in the bar, and conducts in $\frac{3}{4}$ time</i> <i>Teacher introduces the Minuet (dance in three time from the Baroque Suite) together with Googled dance images</i></p>			
<p>Main teaching and learning (9-12 mins?) <i>Poppy plays G major scale hands together two octaves, and the G primary chords in root position (last week's practice)</i> <i>Poppy counts and claps, then plays the first section of the Minuet in G, hands separately</i> <i>Poppy is asked to remember about perfect and imperfect cadences, where they are likely to be found in a piece, and identify them at the ends of the two sections of the Minuet.</i></p>			
<p>General musicianship (4-7 mins?) <i>Poppy improvises in a RH G five-finger position in $\frac{3}{4}$ time, inspired by the Minuet:</i> <i>Teacher plays chords I (GBD) and IV (GCE), one per bar in $\frac{3}{4}$ time, to set the pulse and mood. Then Poppy joins in, first playing RH up and down the G five finger position in crotchets, and then playing down then up. Then Poppy recalls the rhythm of the first two bars of the Minuet and plays up and down in that rhythm. Finally, when confident, Poppy improvises freely in the five-finger position, inspired by the rhythms of the Minuet.</i></p>			
<p>Review with pupil, assessing to what extent objectives have been met, and clarifying practice (3-5 mins?) <i>Dependent on what happens in the lesson (GP3b)</i></p>			

***Given the need to respond spontaneously to the pupil, it is understood that the lesson plan may not be strictly adhered to.**