

## Weekly Lesson Plan

Teacher: <b>Herry Rajasa</b>			Subject: <b>Music</b>		
Week: <b>1</b>		Term: <b>2</b>		Date: <b>5 – 9 October 2009</b>	
Lesson Objectives	Evidence of Understanding	Assessment Tools	Learning Engagements	Resources	Reflection
<i>list desired results; use words from Bloom's Taxonomy</i>	<i>evidence may be in the form of visual, oral or written work</i>	<i>may include rubrics, checklists, anecdotal records, exemplars and continuums</i>	<i>should include different inquiry stages such as tuning in, finding out, sorting out, going further and making connections; should also include opportunities for differentiated instruction</i>	<i>resources should be varied</i>	<i>reflection should focus on how the students met the objectives of the lesson</i>
<b>Grade 5C and 5D</b> <ul style="list-style-type: none"> <li>Continue to explore, create, select and organize sounds in <b>simple musical forms</b></li> </ul>	Students <b>to create a 8-16 bars melody</b> based on <b>simple chord progression</b> using Chord <b>C ( I )</b> , <b>F (IV)</b> and <b>G (V)</b> . If time permitted, they will present it in front of the class after learning how to play it during instrument class	Rubrics, Checklists, Observation	After checked their 8 bars homework, students had to create <b>16 bars melody with certain chord assigned.</b>  I I V V I IV V I I V I V I iV V I	<b>Teacher's sample,</b> <b>Class room whiteboard,</b> <b>piano, music notation sheet, sound system</b>	Some students need special help as they were not fluent enough in reading music notation. I offered them to come after school or during recess if they need. (Evan, Dave, Ah Cha etc)