# How You Can Structure a Lesson Plan

Using these specific guidelines

| The destination | Learning Targets such as:  
| Where will the pupil be by the end of the lesson? | Dan will be able to count, clap and play a 4-bar rhythm that includes a 4 semiquaver pattern unaided |
| The plan | Break the route up into small stages and for each one make brief notes on:  
| How will you guide the pupil through the lesson so that the Learning Targets are achieved? | teaching ideas, resources, timings |
| The lesson | Making music: pupil | teacher | together | peers  
| What might the lesson contain? | Teaching hats: direct teaching | coaching | mentoring | collaborating  
| Activity: short bursts of active involvement before moving on | Dialogue: 2-way conversations, stimulated by open questions from teacher  
| Spirit: playful | creative | enthusiastic | passing on |
| The review | How will the pupil demonstrate his/her new understanding?  
| Has the pupil reached the destination? | Can the pupil explain | play | draw | write | ‘teach’ what s/he has learnt? |
| The call-to-action | In his/her own words  
| Specifically, what is the pupil going to work on before the next lesson? | Action should be direct | specific | SMART | action-based | step-wise |

© 2016

CURIUS
Piano Teachers