



## Explicit Teaching in the Music Classroom (VTLM 2.0)

	What It Looks Like in Music
<b>Clear Objectives</b>	Students know <i>what</i> they're learning- i.e. "Today we'll identify syncopated rhythms."
<b>Modelling &amp; Scaffolding</b>	Teacher demonstrates a concept (i.e. composing a motif), then supports students through guided practice.
<b>High Participation</b>	Call-and-response, ensemble work, improvisation, and real-time feedback.
<b>Musical Memory</b>	Repetition of key skills from a lesson or unit to build long-term retention.
<b>Student Agency</b>	Students reflect on their progress and make creative choices in composition and/or performance.

Here's a sample lesson that clearly demonstrates the principles of **explicit teaching under VTLM 2.0**

### ***Grade 6 Music – Exploring Rhythmic Patterns***

#### **Learning Intention:**

Students will identify and perform syncopated rhythms using body percussion.

#### **Success Criteria:**

- ✓ I can define syncopation.
- ✓ I can clap and notate a syncopated rhythm.
- ✓ I can create a short body percussion pattern using syncopation.



### **1. Focus the Learning**

Ms. Agosti begins the lesson by stating the learning intention and success criteria on the board. She connects today's focus to last week's lesson on steady beat and off-beat rhythms.

### **2. Explicit Explanation & Modelling**

She defines syncopation and demonstrates it using a simple clap pattern:

**"1 – and – 2 – and – 3 – and – 4 – and"**

She claps on the "and" beats and invites students to echo.

She then shows a visual representation on the whiteboard and explains how it looks in standard notation.

### **3. Scaffolded Practice**

Using the "I do, we do, you do" model:

- *I do:* Ms. Agosti claps a syncopated rhythm.
- *We do:* The class claps it together.
- *You do:* Students try clapping a new rhythm in pairs, using notation cards for support.

### **4. Monitor Progress & Feedback**

As students work in pairs, Ms. Agosti circulates, offering feedback to reinforce the lesson intention. She uses mini whiteboards for students to notate their rhythms and checks for understanding.

### **5. Independent Construction**

Students are challenged to create a 4-beat body percussion pattern using syncopation. They perform in small groups and reflect on how they used today's learning.

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This sample lesson summary shows how **explicit teaching** doesn't mean rigid instruction - it's structured, responsive, and creative

