A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday, \_\_September 16th through Friday, September 20th

**EDUCATOR’S NAME:** \_\_\_\_Quinton Rayford\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Choir\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Perform**  **Unit: Foundation P1**  **Chapter: Music Reading**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **All-West Preparation/ Pitch, Rhythm and Diction Focus** | **All-West Preparation/ Pitch, Rhythm and Diction Focus** | **All-West Preparation/ Pitch, Rhythm and Diction Focus** | **All-West Preparation/**  **Pitch, Rhythm and Diction Focus** | **All-West Preparation/**  **Pitch, Rhythm and Diction Focus** |
| **TN Standard(s):**  Grade level standard (include standard notation and language).  Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | HS1. VM.P2.B Demonstrate technical accuracy through appropriate use of :   * Tonal center/ key relation * Scale construction * Pitch and rhythm work * Range Development * Diction, pronunciation, vowel formation, and clarity of text * Expressive elements including dynamics, phrasing, and stylistic character | | | | |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson?  The objective should be written using the stem…  **I CAN….** | Students should be able to accurately sing the correct pitches and rhythms of the All-West music using proper diction, dynamics, and phrasing.  I can accurately sing the pitches and rhythms of the All- West music demonstrating proper use of diction, dynamics, and phrasing. | Students should be able to accurately sing the correct pitches and rhythms of the All-West music using proper diction, dynamics, and phrasing.  I can accurately sing the pitches and rhythms of the All- West music demonstrating proper use of diction, dynamics, and phrasing. | Students should be able to accurately sing the correct pitches and rhythms of the All-West music using proper diction, dynamics, and phrasing.  I can accurately sing the pitches and rhythms of the All- West music demonstrating proper use of diction, dynamics, and phrasing. | Students should be able to accurately sing the correct pitches and rhythms of the All-West music using proper diction, dynamics, and phrasing.  I can accurately sing the pitches and rhythms of the All- West music demonstrating proper use of diction, dynamics, and phrasing. | Students should be able to accurately sing the correct pitches and rhythms of the All-West music using proper diction, dynamics, and phrasing.  I can accurately sing the pitches and rhythms of the All- West music demonstrating proper use of diction, dynamics, and phrasing. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | All-West music is difficult and can only be performed by people who have taken voice lesson. | All-West music is difficult and can only be performed by people who have taken voice lesson. | All-West music is difficult and can only be performed by people who have taken voice lesson.. | All-West music is difficult and can only be performed by people who have taken voice lesson. | All-West music is difficult and can only be performed by people who have taken voice lesson.` |
| **Literacy-Based DO NOW:**  This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | Students will explain how music impacts their weekend. | Student will complete a creative writing assignment that focuses on selecting music for a company. | Students will complete a creative writing assignment that focuses on jungles and explain what makes it catchy. | Students will complete a writing assignment that focuses on songs associated with memories and select a couple of songs describing a certain time. | Students will write about an artist who influences their musical choices. . |
| **Agenda for the Day**  Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review. | * Do Now *(5 minutes) Introduction* * Review Learning Objective *( 2 minutes)* * Warm Up *(5 minutes)* * Sight reading *(5 minutes)* * Audition Spot #1-4sectional (20min) * Sectionals- 20mins | * Do Now *(5 minutes) Introduction* * Review Learning Objective *( 2 minutes)* * Warm Up *(5 minutes)* * Sight reading *(5 minutes)* * Audition Spot #1-4 (30 mins) | * Do Now *(5 minutes) Introduction* * Review Learning Objective *( 2 minutes)* * Warm Up *(5 minutes)* * Sight reading *(5 minutes)* * Audition Spot #1-4 (30min) | * Do Now *(5 minutes) Introduction* * Review Learning Objective *( 2 minutes)* * Warm Up *(5 minutes)* * Sight reading *(5 minutes)* * Audition Spot #1-4 (30 mins) | * Do Now *(5 minutes) Introduction* * Review Learning Objective *( 3 minutes)* * Warm Up *(5 minutes)* * Mock Auditions- (30 mins) |
| **Beginning of Lesson**  **I Do**  **Choir:** Engage & Explore | **I will lead them through vocal warm-ups and sight-reading exercises.**  **I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.**  **I will play parts on the piano.** | **I will lead them through vocal warm-ups and sight-reading exercises.**  **I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.**  **I will play parts on the piano.** | **I will lead them through vocal warm-ups and sight-reading exercises.**  **I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.**  **I will play parts on the piano.** | **I will lead them through vocal warm-ups and sight-reading exercises.**  **I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.**  **I will play parts on the piano.** | **I will lead them through vocal warm-ups and sight-reading exercises.**  **I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.**  **I will play parts on the piano.** |
| **Middle of the lesson**  We Do  **Choir:** Explain and Elaborate | **We will sing through selected All-West rep together and identify trouble spots.** | **We will sing through selected All-West rep together and identify trouble spots.** | **We will sing through selected All-West rep together and identify trouble spots.** | **We will sing through selected All-West rep together and identify trouble spots.** | **We will sing through selected All-West rep together and identify trouble spots.** |
| **End of the lesson**  You Do  **Choir:**  Evaluate | **Students will be given time to work in sections or independently on the trouble spots.** | **Students will be given time to work in sections or independently on the trouble spots.** | **Students will be given time to work in sections or independently on the trouble spots.** | **Students will be given time to work in sections or independently on the trouble spots.** | **Students will be given time to work in sections or independently on the trouble spots.** |
| **(05 MINUTES MAX)**  **Literacy Based closing activity:**  Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | **Students describe their learning experience and tell if they mastered the objective.** | **Students describe their learning experience and tell if they mastered the objective.** | **Students describe their learning experience and tell if they mastered the objective.** | **Students describe their learning experience and tell if they mastered the objective.** | **Students describe their learning experience and tell if they mastered the objective.** |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Use differentiated instruction, by giving students choices.** | **Use differentiated instruction, by giving students choices** | **Use differentiated instruction, by giving students choices** | **Use differentiated instruction, by giving students choices** | **Use differentiated instruction, by giving students choices** |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Give students more time to complete their assignments. Translate assignments.** | **Give students a word bank, or more time to complete their assignments** | **Give students a word bank, or more time to complete their assignments** | **Give students a word bank, or more time to complete their assignments** | **Give students a word bank, or more time to complete their assignments** |
| **Assessment (s):**  How will you know that students have reached the objective?  Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. | **Discussions** | **Discussion/ Exit Tickets** | **Discussions/ Exit Tickets** | **Discussions, and writing assessment** |  |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **I will model the expectation, select student leaders to model what mastery of the objective looks like, and engage student in one-on-one/ small group learning.** | **I will model the expectation, select student leaders to model what mastery of the objective looks like, and engage student in one-on-one/ small group learning.** | **I will model the expectation, select student leaders to model what mastery of the objective looks like, and engage student in one-on-one/ small group learning.** | **I will model the expectation, select student leaders to model what mastery of the objective looks like, and engage student in one-on-one/ small group learning.** | **I will model the expectation, select student leaders to model what mastery of the objective looks like, and engage student in one-on-one/ small group learning.** |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? | **I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.** | **I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.** | **I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.** | **I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.** | **I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.** |
| **Technology Integration:**  How will the students use technology to help them master the objective. | Recording of All-West Music | Recording of All-West Music | Recording of All-West Music | Recording of All-West Music | Recording of All-West Music |