2024-2025 Weekly Lesson Planning Document

Week of Monday, _____10/28___through Friday, ____11/1_____

EDUCATOR'S NAME: _____MANESS_____ **SUBJECT:** _____GUITAR_____

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
Lesson Title: **Unit:** **Chapter:** **Page Number(s):** (It is suggested that you use your curriculum map.)	**Review: A major and D major**	**New Note! E major (Full E) With new strum patterns**	**Review: A major and D major w/ New Riffs**	**Review E major (Full)**	**Jam Session (Individual Practice)** **Check-In**
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.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. HS1.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings.				
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 will review A and D major chords Demonstrate chords with "Imagine" – John Lennon Learn new strumming patterns	Students will discover and demonstrate the full E major chord Students will discover new stumming patterns	Students will demonstrate both A and D major chords Students will begin to learn the "Seven nation Army" riff	Students will demonstrate E major chord Students will demonstrate A, D and E major chords together at 55 bpm	Students will demonstrate each chord and strumming pattern they have learned this week Students will check-in with teacher

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	Finger placement between A and D major when transitioning	Finger placements for E major	Finger placement on the correct frets in tempo	Finger Placement for the Full E major Chord	Mis-practicing the learned chords and techniques this week
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.	Listen and analyze: "Smoke On the Water" Would you change anything from this song?	Listen and analyze: "Get Lucky" What do you think the purpose of this song is? Is there anything you would change?	Listen and analyze: "Everybody want to rule the world" What do you think the purpose of this song is? Is there anything you would change?	Listen and analyze: "Eruption" Do you feel this song is missing something? If so, what?	Listen and analyze: What do you think the purpose of this song is? Is there anything you would change?
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 *(8 minutes)* ▪ Review Learning Objective *(2 minutes)* ▪ Review *(10 minutes)* ▪ Imagine *(15minutes)* ▪ Imagine w/ Drum Track *(10 minutes)*	▪ Do Now *(8 minutes)* ▪ Review Learning Objective *(2 minutes)* ▪ Warm-Up *(5 minutes)* ▪ Practice *(33 minutes)* Break down *(2 minutes)*	▪ Do Now *(8 minutes)* ▪ Review Learning Objective *(2 minutes)* ▪ Review *(5 minutes)* ▪ Imagine *(15 minutes)* ▪ New Riff *(10 minutes)* ▪ Check-In *(5 minutes)*	▪ Do Now *(8 minutes)* ▪ Review Learning Objective *(2 minutes)* ▪ Review *(15 minutes)* ▪ Add Strum Pattern *(10 minutes)* ▪ Speeding Up *(10 minutes)*	▪ Do Now *(8 minutes)* ▪ Review Learning Objective *(2 minutes)* ▪ Warm-Up *(5 minutes)* ▪ Individual Practice *(33 minutes)* Break down *(2 minutes)*
Beginning of Lesson I Do **Science:** Engage & Explore	I will play the video example to introduce A and D major again. I will demonstrate how I want to play each chord and the how to transition	I will first show a few video demonstrations for our newest chord. I will then demonstrate for the class how to find this chord/ finger placement	I will demonstrate how I would like to play A and D major chords *For a quick review* I will demonstrate the strumming pattern to use for "Imagine"	I will review the finger placement for E major I will review the stumming patterns used for the day	I will tell the students things they can work on during this practice period I will ask if there is anything they need my help with

Middle of the lesson We Do **Science:** Explain and Elaborate	Perform A and D major with a drum track Working the Finger Placement Transition between A and D major Perform "Imagine" to further practice transitions	Students will begin working on E major. As a class: Perform E major with a drum track at 50-65 bpm	Students will demonstrate A and D major chords with "Imagine" Students will begin to learn "Seven Nation Army"	Students will demonstrate E major chord Students will begin transitioning between A, D and E major chords (pay close attention to finger placement)	Students will work on the subjects taught this week *I will walk around/ call students to check-in with me*
End of the lesson You Do **Science:** Evaluate	Perform Imagine with the Backing track *I will walk around the room helping students as needed*	Students perform E major with drum track without Teacher assistance	Students will perform "Seven Nation Army" with drum track/ backing track *I will walk around to check for understanding and help with any issues*	Students will perform A, D and E major chords with a drum track *I will walk around to check for understanding and help with any issues*	Students will continue to work on the things covered in class this week
(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.	Individual Students performances	Individual Students performances	Individual Students performances	Individual Students performances	Individual Students performances
SPED Modification (s): What modifications are being made to accommodate the students receiving special services?	I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can help with any issues that may arise.	I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can help with any issues that may arise.	I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can help with any issues that may arise.	I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can help with any issues that may arise.	I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can help with any issues that may arise.

ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement
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.	Formative Assessment: Imagine – John Lennon	Formative assessment occurs after each new repetition	Formative "Seven Nation Army"	Formative assessment occurs after each new repetition	Summative Assessment: Check-In w/ Teacher
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	Students will look to help other with their understanding	Students will look to help other with their understanding	Students will look to help other with their understanding	Students will look to help other with their understanding	Students will look to help other with their understanding
Technology Integration: How will the students use technology to help them master the objective.	Metronome and drum track	Metronome and drum track	Metronome and drum track	Metronome and drum track	Metronome and drum track