



The Wolverine Way- One Team, One Goal!



Teacher A: Mr. Valdez Week of: August 14

Inclusion Teacher: _____ Subject: Pre-AP Music Theory

	TEM Indicator(s)		Monday	Tuesday	Wednesday	Thursday	Friday
Know and Understand	T1, T3	Content Area Standard(s)/SPI(s):	Music Standard #2:Playing musical notes together and along with others Music Standard #5: Reading musical notations	Music Standard #2:Playing musical notes together and along with others Music Standard #5: Reading musical notations	Music Standard #2:Playing musical notes together and along with others Music Standard #5: Reading musical notations	Music Standard #2:Playing musical notes together and along with others Music Standard #5: Reading musical notations	Music Standard #2:Playing musical notes together and along with others Music Standard #5: Reading musical notations
		Measurable Objectives: <i>What will the student be able to do after the day's lesson? The objective must be measurable. (e.g. I can...)</i>	SWBAT: Understand the basic concepts of rhythm and pulse	SWBAT: Differentiate between different time signatures	SWBAT: Compose a rhythmic sentence between 2-4 measures	SWBAT: Use their rhythmic notations and add notes to it. Students will be able to make their music	SWBAT: make play various rhythm patterns and time signatures with their own instrument.
		Complex Text: <i>What text will you be using to deliver the grade-level content?</i>	Rhythmrandomizer.com	Rhythmrandomizer.com	Rhythmrandomizer.com	Rhythmrandomizer.com	Rhythmrandomizer.com



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	T1, T7	Bell Work/ Do Now: <i>How will you connect prior knowledge using tasks (e.g. ACT / TNReady / EOC questions)</i>	Musictheory.net Note ID	Musictheory.net Note ID	Musictheory.net Note ID	Musictheory.net Note ID	Musictheory.net Note ID
I Do	T2, T7	Introduction to the Lesson: <i>How will you introduce the day's lesson to the students?</i>	Introduction to Note Values and Corresponding Rest Values and mentioning more difficult note values like sixteenth notes	Introduction to Note Values and Corresponding Rest Values and mentioning more difficult note values like sixteenth notes/triplets	Introduction to Note Values and Corresponding Rest Values and mentioning more difficult note values like sixteenth notes, triplets, and compound	Introduction to Note Values and Corresponding Rest Values and mentioning more difficult note values like sixteenth notes/triplets, and compound	Introduction to Note Values and Corresponding Rest Values and mentioning more difficult note values like sixteenth notes/triplets, compound, and cut time
We Do	T2, T7	Guided Practice: <i>(Teacher-led Instruction)</i> <i>How will you lead the students through the steps necessary to perform the skill emphasized during the day's initial learning?</i>	Go through warm-up each day by work through rhythm sheet, and counting	Go through warm-up each day by work through rhythm sheet, and counting	Go through warm-up each day by work through rhythm sheet, and counting	Go through warm-up each day by work through rhythm sheet, and counting	Go through warm-up each day by work through rhythm sheet, and counting



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They Do	T4, T7	<p>Small Group: <i>(Student-centered learning)</i></p> <p><i>What instructional strategies will be utilized to accommodate all levels of learners? (e.g. differentiated tasks for Tier 2 and Tier 3 students)</i></p>	<p>Small group</p> <p>Group one: rhythm randomizer for rhythms</p> <p>Group two: music theory.net for note identification</p> <p>Group three: Board work with music theory analysis</p>	<p>Small group</p> <p>Group one: rhythm randomizer for rhythms</p> <p>Group two: music theory.net for note identification</p> <p>Group three: Board work with music theory analysis</p>	<p>Small group</p> <p>Group one: rhythm randomizer for rhythms</p> <p>Group two: music theory.net for note identification</p> <p>Group three: Board work with music theory analysis</p>	<p>Small group</p> <p>Group one: rhythm randomizer for rhythms</p> <p>Group two: music theory.net for note identification</p> <p>Group three: Board work with music theory analysis</p>	<p>Small group</p> <p>Group one: rhythm randomizer for rhythms</p> <p>Group two: music theory.net for note identification</p> <p>Group three: Board work with music theory analysis</p>
You Do	T4, T5, T6	<p>Independent Practice:</p> <p><i>What will students be able to do on their own from the day's lesson without assistance? (e.g. classwork, homework, and/or assessment)</i></p>	Be able to identify notes and rhythmic values and use verbal communication to perform	Be able to identify notes and rhythmic values and use verbal communication to perform	Be able to identify notes and rhythmic values and use verbal communication to perform	<i>Be able to identify notes and rhythmic values and use verbal communication to perform</i>	Be able to identify notes and rhythmic values and use verbal communication to perform
	T1, T6, T7	<p>Closure:</p> <p><i>What will be done to check for student mastery of the day's learning? (e.g. exit tickets, assessment)</i></p>	Practice!	Practice performing music	Practice one a Bb note while different rhythms are in place	Practice using music theory in your ensemble music	Identify any musical theory in your band music and come up with a music idea to show the class