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| Teacher A: | | Week of: | |
| Inclusion Teacher: | | Subject: | |

| | TEM Indicator(s) | | Monday | Tuesday | Wednesday | Thursday | Friday |
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| Know and Understan d | 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> | TSWBAT play Bb major scale with 90 percent accuracy | TSWBAT play Bb major scale with 90 percent accuracy | TSWBAT play Bb major scale with 90 percent accuracy | TSWBAT play Bb major scale with 90 percent accuracy | TSWBAT play Bb major scale with 90 percent accuracy |

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| | | Complex Text: <i>What text will you be using to deliver the grade-level content?</i> | Sheet Music, Standard of Excellence Book one, Band Calisthenic | Sheet Music, Standard of Excellence Book one, Band Calisthenic | Sheet Music, Standard of Excellence Book one, Band Calisthenic | Sheet Music, Standard of Excellence Book one, Band Calisthenic | Sheet Music, Standard of Excellence Book one, Band Calisthenic |
| | T1, T7 | Bell Work/ Do Now: <i>How will you connect prior knowledge using tasks (e.g. ACT / TNReady / EOC questions)</i> | Draw note values from whole note down to eighth notes | Draw note values from whole note down to eighth notes | Draw note values from whole note down to eighth notes | Draw note values from whole note down to eighth notes | Draw note values from whole note down to eighth notes |

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| I Do | T2, T7 | Introduction to the Lesson: <i>How will you introduce the day's lesson to the students?</i> | I n to Note Values and Correspondi ng Rest Values | Introductio n to Note Values and Correspondi ng Rest Values and mentioning more di cult note values like sixteenth notes | Introduction to Note Values and Correspondi ng Rest Values and mentioning more di cult note values like sixteenth notes, triplets, and 6/8 time | Introduce drones to them with metronom e apps and their purpose and how they can help with the warm-up | Play music by Stevie Wonder and read and play through our written and transcribed sheet music of Stevie Wonder's music |
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| We Do | T2, T7 | <p>Guided Practice: <i>(Teacher-led Instruction)</i></p> <p><i>How will you lead the students through the steps necessary to perform the skill emphasized during the day's initial learning?</i></p> | <p>Go through warm-up each day, with drone and metronome, work through rhythm sheet, play show music, memorize show music</p> | <p>Go through warm-up each day, with drone and metronome, work through rhythm sheet, play show music, memorize show music</p> | <p>Go through warm-up each day, with drone and metronome, work through rhythm sheet, play show music, memorize show music</p> | <p>Go through warm-up each day, with drone and metronome, work through rhythm sheet, play show music, memorize show music</p> | <p>Go through warm-up each day, with drone and metronome, work through rhythm sheet, play show music, memorize show music</p> |
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| They Do | T4, T7 | <p>Small Group: (Student-centered learning) What instructional strategies will be utilized to accommodate all levels of learners? (e.g. differentiated tasks for Tier 2 and Tier 3 students)</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: Scale and warm-up practice</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: Scale and warm-up practice</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: Scale and warm-up practice</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: Scale and warm-up practice</p> |
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| You Do | T4, T5, T6 | Independent Practice: <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> | Work on scales and in red book. | Work on scales and in red book. | Work on scales and in red book. Work on rhythms on rhythm sheet and work on first half of band calisthenics. | Work on scales and in red book. Work on rhythms and remaining half of band calisthenics. | Work on scales and in red book. Work on pep tunes, Sir Duke, scales, rhythms, and warm-up. |
| | T1, T6, T7 | Closure: <i>What will be done to check for student mastery of the day's learning? (e.g. exit tickets, assessment)</i> | Be sure to practice! Find some music and count it out. | Be sure to practice! Find music and count it and clap it out. | Be sure to practice! Create your own music that you can clap out and count out. | Be sure to practice! Practice "Sir Duke" to perfection in preparation for the memorization test coming up. | Be sure to practice! Work on "Sir Duke" and be prepared for a memorization test on the piece |