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, \_\_February 3rd through Friday, February 7th

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

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|  | **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.) | **Black History Concert**  **Preparation** | **Black History Concert Preparation** | **Black History Concert Preparation** | **Black History Concert**  **Preparation** | **Black History Concert Preparation** |
| **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 fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:   * Posture * Breath management * Tone production with freedom, resonance, and control * Pitch matching, pitch accuracy, and intonation * Balance and blend * Sense of ensemble | | | | |
| **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 demonstrate proper posture, breath management, pitch matching skills, balance and blend, and a free tone IOT sing with fundamental voice control selected spirituals and Choral Performance Assessment repertoire.  I can accurately demonstrate proper posture for singing, match pitches, support my tone through breath management, and blend with my peers to create a balanced sound. | Students should be able to demonstrate proper posture, breath management, pitch matching skills, balance and blend, and a free tone IOT sing with fundamental voice control selected spirituals and Choral Performance Assessment repertoire.  I can accurately demonstrate proper posture for singing, match pitches, support my tone through breath management, and blend with my peers to create a balanced sound. | Students should be able to demonstrate proper posture, breath management, pitch matching skills, balance and blend, and a free tone IOT sing with fundamental voice control selected spirituals and Choral Performance Assessment repertoire.  I can accurately demonstrate proper posture for singing, match pitches, support my tone through breath management, and blend with my peers to create a balanced sound. | Students should be able to demonstrate proper posture, breath management, pitch matching skills, balance and blend, and a free tone IOT sing with fundamental voice control selected spirituals and Choral Performance Assessment repertoire.  I can accurately demonstrate proper posture for singing, match pitches, support my tone through breath management, and blend with my peers to create a balanced sound. | Students should be able to demonstrate proper posture, breath management, pitch matching skills, balance and blend, and a free tone IOT sing with fundamental voice control selected spirituals and Choral Performance Assessment repertoire.  I can accurately demonstrate proper posture for singing, match pitches, support my tone through breath management, and blend with my peers to create a balanced sound. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? |  | One misconception is the student not accenting or stressing the correct words in I’m Gonna Sing Til the Spirit. | One misconception is the student thinking they need to sing louder rather softer to create a balance within the ensemble. | One misconception is the contrast in dynamics from the final chorus going into the outro. Students must demonstrate the pianissimo at the end. | One misconception is the student thinking he or she is opening the mouth wide enough to produce a full tone. Focus on dropping the jaw. |
| **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 evaluate a performance sand describe the posture, blend, intonation, and tone of the group. | Students will evaluate a performance sand describe the posture, blend, intonation, and tone of the group. | Students will evaluate a performance sand describe the posture, blend, intonation, and tone of the group. | Students will evaluate a performance sand describe the posture, blend, intonation, and tone of the group. | Students will evaluate a performance sand describe the posture, blend, intonation, and tone of the group. |
| **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 Video *(5 minutes)* * Warm Up *(5 minutes)* * Sight Reading *(5 minutes)* * I’m Gonna Sing Til the Spirit (5 min) * Do Not Stand at My Grave (5 mins) * I Know Where I’ve Been (10min) * Soon We Will Be Done (10 min) * Deep River/ Lil Liza (7mins) * Exit ticket- 3 mins | * Do Now Video *(5 minutes)* * Warm Up *(5 minutes)* * Sight Reading *(5 minutes)* * I’m Gonna Sing Til the Spirit (5 min) * I Know Where I’ve Been (10 mins) * Do Not Stand at My Grave (5mins) * Soon We Will Be Done (5 mins) * Rockin Jerusalem (7mins) * Exit Ticket- (3 mins) | * Do Now Video *(5 minutes)* * Warm Up *(5 minutes)* * Sight Reading *(5 minutes)* * I’m Gonna Sing Til the Spirit (5 min) * Do Not Stand at My Grave (5 mins) * Soon We Will Be Done (10 min) * I Know Where I’ve Been (10min) * Deep River- (7mins) * Men -Practice Rm Dry Bones * Exit Ticket- (3 mins) | * Do Now Video *(5 minutes)* * Warm Up *(5 minutes)* * Sight Reading *(5 minutes)* * Flower of Beauty (10 min) * Do Not Stand at My Grave (5 mins) * Soon We Will Be Done (7 min) * I’m Gonna Sing Til the Spirit (- (5 mins) * Rockin Jerusalem (7 min) * Exit Ticket- (3 mins) | * Do Now Video *(5 minutes)* * Warm Up *(5 minutes)* * Sight Reading *(5 minutes)* * I’m Gonna Sing Til the Spirit (5 min) * Do Not Stand at My Grave (5 mins) * Soon We Will Be Done (5 min) * I Know Where I’ve Been (10 mins) * Lil Liza Jane/ Deep River (7mins) * Exit Ticket- (3 mins) |
| **Beginning of Lesson**  **I Do**  **Choir:** Engage & Explore | **I will lead them through vocal warm-ups and sight-reading exercises.**  **I will provide students with vocal parts if needed and a recording for listening.** | **I will lead them through vocal warm-ups and sight-reading exercises.**  **I will provide students with vocal parts if needed and a recording for listening.** | **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 together the repertoire focusing on posture, breath support, accurate pitches, and blending between the sections.** | **We will sing together the repertoire focusing on posture, breath support, accurate pitches, and blending between the sections.** | **We will sing together the repertoire focusing on posture, breath support, accurate pitches, and blending between the sections.** | **We will sing together the repertoire focusing on posture, breath support, accurate pitches, and blending between the sections.** | **We will sing together the repertoire focusing on posture, breath support, accurate pitches, and blending between the sections.** |
| **End of the lesson**  You Do  **Choir:**  Evaluate | **Teacher and student leaders will provide feedback to performers. Students will evaluate their own performance in class and make corrections as needed.** | **Teacher and student leaders will provide feedback to performers. Students will evaluate their own performance in class.** | **Teacher and student leaders will provide feedback to performers. Students will evaluate their own performance in class.** | **Teacher and student leaders will provide feedback to performers. Students will evaluate their own performance in class.** | **Teacher and student leaders will provide feedback to performers. Students will evaluate their own performance in class.** |
| **(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.**  **Provide V.I. students with enlarged text/music.**  **Small group sectionals with students that need additional time/ Practice room** | **Use differentiated instruction, by giving students choices.**  **Provide V.I. students with enlarged text/music.**  **Small group sectionals with students that need additional time/ Practice room** | **Use differentiated instruction, by giving students choices.**  **Provide V.I. students with enlarged text/music.**  **Small group sectionals with student that need additional time/ Practice room** | **Use differentiated instruction, by giving students choices.**  **Provide V.I. students with enlarged text/music.**  **Small group sectionals with student that need additional time/ Practice Room** | **Use differentiated instruction, by giving students choices.**  **Provide V.I. students with enlarged text/music.**  **Small group sectionals with student that need additional time/ Practice Room** |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Give students more time to complete their assignments/ Section leaders will assist students who need more help** | **Give students more time to complete their assignments/ Section leaders will assist students who need more help** | **Give students more time to complete their assignments/ Section leaders will assist students who need more help** | **Give students more time to complete their assignments/ Section leaders will assist students who need more help** | **Give students more time to complete their assignments/ Section leaders will assist students who need more help** |
| **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/ Exit Tickets** | **Discussions/ Exit Tickets** | **Discussions/ Exit Tickets** | **Discussions, and writing assessment** | **Discussions/ Exit Tickets** |
| **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 Music | Recording of Music | Recording of Music | Recording of Music | Recording of Music |