

Template for the  
following:  
Science, Social Studies, CTE,  
World Languages,  
HPELW, Fine Arts, JROTC



# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, January 27<sup>th</sup> through Friday, January 31<sup>st</sup>*

EDUCATOR'S NAME: Quinton Rayford SUBJECT: Choir

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Lesson Title: Perform</b> <b>Unit: Foundation P1</b> <b>Chapter: Music Reading</b> <b>Page Number(s):</b> (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
<b>TN Standard(s):</b> Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	<b>HS1.VM.P2.B</b> Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> <li>• Posture</li> <li>• Breath management</li> <li>• Tone production with freedom, resonance, and control</li> <li>• Pitch matching, pitch accuracy, and intonation</li> <li>• Balance and blend</li> <li>• Sense of ensemble</li> </ul>				
<b>Objective (s):</b> 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...	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.	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.	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.	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,	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.

<b>I CAN....</b>	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.	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.	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.	match pitches, support my tone through breath management, and blend with my peers to create a balanced sound.	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.
<b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?	Spirituals should sound similar	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.
<b>Literacy-Based DO NOW:</b> 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 and describe the posture, blend, intonation, and tone of the group.	Students will evaluate a performance and describe the posture, blend, intonation, and tone of the group.	Students will evaluate a performance and describe the posture, blend, intonation, and tone of the group.	Students will evaluate a performance and describe the posture, blend, intonation, and tone of the group.	Students will evaluate a performance and describe the posture, blend, intonation, and tone of the group.
<b>Agenda for the Day</b> Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review.	<ul style="list-style-type: none"> <li>▪ Do Now Video (5 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight Reading (5 minutes)</li> <li>▪ I'm Gonna Sing Til the Spirit (10 min)</li> <li>▪ Do Not Stand at My Grave (10mins)</li> <li>▪ Soon We Will Be Done (10 min)</li> <li>▪ Deep River- Women (7mins)</li> <li>▪ Men Practice Rm Lil Liza</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now Video (5 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight Reading (5 minutes)</li> <li>▪ I'm Gonna Sing Til the Spirit (10 min)</li> <li>▪ Do Not Stand at My Grave (10mins)</li> <li>▪ Soon We Will Be Done (10 min)</li> <li>▪ Lil Liza Jane- (7mins)</li> <li>▪ Women Practice Rm Deep River</li> <li>▪ Exit Ticket- (3 mins)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now Video (5 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight Reading (5 minutes)</li> <li>▪ I'm Gonna Sing Til the Spirit (10 min)</li> <li>▪ Do Not Stand at My Grave (10mins)</li> <li>▪ Soon We Will Be Done (10 min)</li> <li>▪ Deep River- (7mins)</li> <li>▪ Men -Practice Rm Dry Bones</li> <li>▪ Exit Ticket- (3 mins)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now Video (5 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight Reading (5 minutes)</li> <li>▪ Flower of Beauty (10 min)</li> <li>▪ Do Not Stand at My Grave (5 mins)</li> <li>▪ Soon We Will Be Done (10 min)</li> <li>▪ I'm Gonna Sing Til the Spirit (- (7mins)</li> <li>▪ Rockin Jerusalem (10 min)</li> <li>▪ Exit Ticket- (3 mins)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now Video (5 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight Reading (5 minutes)</li> <li>▪ I'm Gonna Sing Til the Spirit (10 min)</li> <li>▪ Do Not Stand at My Grave (10mins)</li> <li>▪ Soon We Will Be Done (10 min)</li> <li>▪ Lil Liza Jane- (7mins)</li> <li>▪ Women Practice Rm Deep River</li> <li>▪ Exit Ticket- (3 mins)</li> </ul>

	▪ Exit ticket- 3 mins				
<b>Beginning of Lesson</b> <b>I Do</b> Choir: Engage & Explore	<p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will provide students with vocal parts if needed and a recording for listening.</p>	<p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will provide students with vocal parts if needed and a recording for listening.</p>	<p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.</p> <p>I will play parts on the piano.</p>	<p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.</p> <p>I will play parts on the piano.</p>	<p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.</p> <p>I will play parts on the piano.</p>
<b>Middle of the lesson</b> <b>We Do</b> Choir: Explain and Elaborate	<p>We will sing together the repertoire focusing on posture, breath support, accurate pitches, and blending between the sections.</p>	<p>We will sing together the repertoire focusing on posture, breath support, accurate pitches, and blending between the sections.</p>	<p>We will sing together the repertoire focusing on posture, breath support, accurate pitches, and blending between the sections.</p>	<p>We will sing together the repertoire focusing on posture, breath support, accurate pitches, and blending between the sections.</p>	<p>We will sing together the repertoire focusing on posture, breath support, accurate pitches, and blending between the sections.</p>

<p><b>End of the lesson</b> You Do</p> <p>Choir: Evaluate</p>	<p>Teacher and student leaders will provide feedback to performers. Students will evaluate their own performance in class.</p>	<p>Teacher and student leaders will provide feedback to performers. Students will evaluate their own performance in class.</p>	<p>Teacher and student leaders will provide feedback to performers. Students will evaluate their own performance in class.</p>	<p>Teacher and student leaders will provide feedback to performers. Students will evaluate their own performance in class.</p>	<p>Teacher and student leaders will provide feedback to performers. Students will evaluate their own performance in class.</p>
<p><b>(05 MINUTES MAX)</b> <b>Literacy Based closing activity:</b> Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.</p>	<p>Students describe their learning experience and tell if they mastered the objective.</p>	<p>Students describe their learning experience and tell if they mastered the objective.</p>	<p>Students describe their learning experience and tell if they mastered the objective.</p>	<p>Students describe their learning experience and tell if they mastered the objective.</p>	<p>Students describe their learning experience and tell if they mastered the objective.</p>
<p><b>SPED Modification (s):</b> What modifications are being made to accommodate the students receiving special services?</p>	<p>Use differentiated instruction, by giving students choices.</p> <p>Provide V.I. students with enlarged text/music.</p> <p>Small group sectionals with students that need additional time/ Practice room</p>	<p>Use differentiated instruction, by giving students choices.</p> <p>Provide V.I. students with enlarged text/music.</p> <p>Small group sectionals with students that need additional time/ Practice room</p>	<p>Use differentiated instruction, by giving students choices.</p> <p>Provide V.I. students with enlarged text/music.</p> <p>Small group sectionals with student that need additional time/ Practice room</p>	<p>Use differentiated instruction, by giving students choices.</p> <p>Provide V.I. students with enlarged text/music.</p> <p>Small group sectionals with student that need additional time/ Practice Room</p>	<p>Use differentiated instruction, by giving students choices.</p> <p>Provide V.I. students with enlarged text/music.</p> <p>Small group sectionals with student that need additional time/ Practice Room</p>
<p><b>ESL Modification (s):</b> What modifications are being made to accommodate the students receiving special services?</p>	<p>Give students more time to complete their assignments/ Section leaders will assist students who need more help</p>	<p>Give students more time to complete their assignments/ Section leaders will assist students who need more help</p>	<p>Give students more time to complete their assignments/ Section leaders will assist students who need more help</p>	<p>Give students more time to complete their assignments/ Section leaders will assist students who need more help</p>	<p>Give students more time to complete their assignments/ Section leaders will assist students who need more help</p>

<b>Assessment (s):</b> 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.	<b>Discussions/ Exit Tickets</b>	<b>Discussions/ Exit Tickets</b>	<b>Discussions/ Exit Tickets</b>	<b>Discussions, and writing assessment</b>	<b>Discussions/ Exit Tickets</b>
<b>Corrective Activity (s):</b> What will I do if the student doesn't understand the lesson?	<b>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.</b>	<b>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.</b>	<b>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.</b>	<b>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.</b>	<b>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.</b>
<b>Extension/Enrichment Activity (s):</b> What will I do with students who understand quicker than others?	<b>I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.</b>	<b>I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.</b>	<b>I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.</b>	<b>I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.</b>	<b>I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.</b>
<b>Technology Integration:</b> 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