

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



# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, \_\_ October 21<sup>st</sup> through Friday, October 25<sup>th</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.)	<b>Winter Concert Preparation</b>	<b>Winter Concert Preparation</b>	<b>Winter Concert Preparation</b>	<b>Winter Concert Preparation</b>	<b>Winter Concert Preparation/ Fisk Trip</b>
<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.	HS1. VM.P2.B Demonstrate technical accuracy through appropriate use of : <ul style="list-style-type: none"> <li>• Tonal center/ key relation</li> <li>• Scale construction</li> <li>• Pitch and rhythm work</li> <li>• Range Development</li> <li>• Diction, pronunciation, vowel formation, and clarity of text</li> <li>• Expressive elements including dynamics, phrasing, and stylistic character</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	Students should be able to accurately sing the correct pitches and rhythms of the Winter music using proper diction, dynamics, and phrasing.  I can accurately sing the pitches and rhythms of the Winter music	Students should be able to accurately sing the correct pitches and rhythms of the Winter music using proper diction, dynamics, and phrasing.  I can accurately sing the pitches and rhythms of the Winter music	Students should be able to accurately sing the correct pitches and rhythms of the Winter music using proper diction, dynamics, and phrasing.  I can accurately sing the pitches and rhythms of the Winter music	Students should be able to accurately sing the correct pitches and rhythms of the Winter music using proper diction, dynamics, and phrasing.  I can accurately sing the pitches and rhythms of the Winter music demonstrating	Students should be able to accurately sing the correct pitches and rhythms of the Winter music using proper diction, dynamics, and phrasing.  I can accurately sing the pitches and rhythms of the Winter music

using the stem... <b>I CAN....</b>	demonstrating proper use of diction, dynamics, and phrasing.	demonstrating proper use of diction, dynamics, and phrasing.	demonstrating proper use of diction, dynamics, and phrasing.	proper use of diction, dynamics, and phrasing.	demonstrating proper use of diction, dynamics, and phrasing.
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<b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?	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.	One misconception is the student thinking he or she is opening the mouth wide enough to produce a full tone.	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.	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.	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 select a song to describe their Fall Break and explain why they chose it.	Student will google songs that were released in their birth year. Make a list of the top ten. Pick one song that's most memorable to you now and explain why.	Students will tell why they think the ABC song makes it easier to remember the letters of the alphabet? In what other ways can music be helpful when it comes to learning?	Students will tell what sounds they find particularly aggravating? Why?	Students will tell what sounds they find particularly <b>PLEASING</b> ? Why?
<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 (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ Come and See the Baby 10 mins</li> <li>▪ Ding-a Ding 10 mins</li> <li>▪ 30 Sec Fa-la-la 5 min</li> <li>▪ Rockin Jerusalem 5 min</li> <li>▪ Ave Maria 5mins</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ 30 Sec Fa-la-la 10 mins</li> <li>▪ Ave Maria-7 mins</li> <li>▪ Come and See the Baby (5 mins)</li> <li>▪ Ding-a Ding 5 mins</li> <li>▪ 12 Days Left</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ Ding-a Ding 10 mins</li> <li>▪ Panis Angelicus -7 mins</li> <li>▪ Ave Maria (10 mins)</li> <li>▪ 30 Sec Fa-la-la 5 mins</li> <li>▪ Hallelujah Chorus (5 mins)</li> <li>▪ Betelehemu (5mins)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ 12 Days Left- 15 mins</li> <li>▪ There is No Rose (10 mins)</li> <li>▪ Children Go Where I Send Thee 10 mins</li> <li>▪ Betelehemu- (10 mins)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ Ding-a Ding (5 mins)</li> <li>▪ Ave Maria (5 mins)</li> <li>▪ 30 Sec Fa-la-la 5 mins</li> <li>▪ Panis Angelicus -7 mins</li> <li>▪ Soldier's Hallelujah- 5 mins</li> <li>▪ Betelehemu 5 mins</li> </ul>

<p><b>Beginning of Lesson</b> <b>I Do</b></p> <p>Choir: Engage &amp; Explore</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>	<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><b>Middle of the lesson</b> <b>We Do</b></p> <p>Choir: Explain and Elaborate</p>	<p>We will sing together the repertoire focusing on entrances, cut-offs, pitches, rhythms, dynamics, phrasing, and diction.</p>	<p>We will sing together the repertoire focusing on entrances, cut-offs, pitches, rhythms, dynamics, phrasing, and diction.</p>	<p>We will sing together the repertoire focusing on entrances, cut-offs, pitches, rhythms, dynamics, phrasing, and diction.</p>	<p>We will sing together the repertoire focusing on entrances, cut-offs, pitches, rhythms, dynamics, phrasing, and diction.</p>	<p>We will sing together the repertoire focusing on entrances, cut-offs, pitches, rhythms, dynamics, phrasing, and diction.</p>
<p><b>End of the lesson</b> <b>You Do</b></p> <p>Choir: Evaluate</p>	<p>Teacher and student leaders will provide feedback to performers.</p>	<p>Teacher and student leaders will provide feedback to performers.</p>	<p>Teacher and student leaders will provide feedback to performers.</p>	<p>Teacher and student leaders will provide feedback to performers.</p>	<p>Teacher and student leaders will provide feedback to performers.</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.	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.
<b>SPED Modification (s):</b> 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.	Use differentiated instruction, by giving students choices.  Provide V.I. students with enlarged text/music.  Small group sectionals with student that need additional time.	Use differentiated instruction, by giving students choices.  Provide V.I. students with enlarged text/music.  Small group sectionals with student that need additional time.	Use differentiated instruction, by giving students choices.  Provide V.I. students with enlarged text/music.  Small group sectionals with student that need additional time.	Use differentiated instruction, by giving students choices.  Provide V.I. students with enlarged text/music.  Small group sectionals with student that need additional time.
<b>ESL Modification (s):</b> What modifications are being made to accommodate the students receiving special services?	Give students more time to complete their assignments. Translate assignments.	Give students a word bank, or more time to complete their assignments	Give students a word bank, or more time to complete their assignments	Give students a word bank, or more time to complete their assignments	Give students a word bank, or more time to complete their assignments
<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.	Discussions	Discussion/ Exit Tickets	Discussions/ Exit Tickets	Discussions, and writing assessment	
<b>Corrective Activity (s):</b> What will I do if the student doesn't understand the lesson?	I will model the expectation, select student leaders to model what mastery	I will model the expectation, select student leaders to model what mastery of the	I will model the expectation, select student leaders to model what mastery of	I will model the expectation, select student leaders to model what mastery of the objective	I will model the expectation, select student leaders to model what mastery of the

	of the objective looks like, and engage student in one-on-one/ small group learning.	objective looks like, and engage student in one-on-one/ small group learning.	the objective looks like, and engage student in one-on-one/ small group learning.	looks like, and engage student in one-on-one/ small group learning.	objective looks like, and engage student in one-on-one/ small group learning.
<b>Extension/Enrichment Activity (s):</b> 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.
<b>Technology Integration:</b> How will the students use technology to help them master the objective.	Recording of Winter Music	Recording of Winter Music	Recording of Winter Music	Recording of Winter Music	Recording of Winter Music