

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



# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, \_\_\_August 19<sup>th</sup> through Friday, August 23<sup>rd</sup>*

EDUCATOR'S NAME: Quinton Rayford SUBJECT: Choir

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Lesson Title: Structure and routine</b> <b>Unit:</b> <b>Chapter:</b> <b>Page Number(s):</b> (It is suggested that you use your curriculum map.)	Posture/ All-West Preparation	Posture/ All-West Preparation	Posture/ All-West Preparation	Posture/ All-West Preparation	Posture/ All-West 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.	HS1. -HS4 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: <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?	Students should be able to demonstrate proper posture and breath management while singing correct pitches with a free and resonant tone.	Students should be able to demonstrate proper posture and breath management while singing correct pitches with a free and resonant tone.  I can understand the	Students should be able to demonstrate proper posture and breath management while singing correct pitches with a free and resonant tone.	Students should be able to demonstrate proper posture and breath management while singing correct pitches with a free and resonant tone.  I can understand the impact good posture has on my	Students should be able to demonstrate proper posture and breath management while singing correct pitches with a free and resonant tone.  I can understand the

The objective should be written using the stem... <b>I CAN....</b>	I can understand the impact good posture has on my breathing, stage presence, and overall tone quality.	impact good posture has on my breathing, stage presence, and overall tone quality.	I can understand the impact good posture has on my breathing, stage presence, and overall tone quality.	breathing, stage presence, and overall tone quality.	impact good posture has on my breathing, stage presence, and overall tone quality.
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<b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?	I can breathe how I normally breathe and produce a	Rules and expectations	Rules and expectations	Rules and expectations	Rules and expectations
<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 watch a short choral performance and describe their posture, stage presence, and tone quality.	Students will watch a short choral performance and describe their posture, stage presence, and tone quality.	Students will watch a short choral performance and describe their posture, stage presence, and tone quality..	Students will watch a short choral performance and describe their posture, stage presence, and tone quality.	Students will watch a short choral performance and describe their posture, stage presence, and tone quality.
<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) Introduction</li> <li>▪ Review Learning Objective ( 3 minutes)</li> <li>▪ Warm Up (7 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ All- West Rep. (25minutes)</li> <li>▪ Recap (2 mins)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes) Introduction</li> <li>▪ Review Learning Objective ( 3 minutes)</li> <li>▪ Warm Up (7 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ All- West Rep. (25minutes) Recap (2 mins)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes) Introduction</li> <li>▪ Review Learning Objective ( 3 minutes)</li> <li>▪ Warm Up (7 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ All- West Rep. (25minutes) Recap (2 mins)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes) Introduction</li> <li>▪ Review Learning Objective ( 3 minutes)</li> <li>▪ Warm Up (7 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ All- West Rep. (25minutes) Recap (2 mins)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes) Introduction</li> <li>▪ Review Learning Objective ( 3 minutes)</li> <li>▪ Warm Up (7 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ All- West Rep. (25minutes) Recap (2 mins)</li> </ul>

<p><b>Beginning of Lesson</b> <b>I Do</b></p> <p>Choir: Engage &amp; Explore</p>	<p>I will explain to students the importance of having good posture for singing.</p> <p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them proper breathing and phrasing.</p>	<p>I will explain to students the importance of having good posture for singing.</p> <p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them proper breathing and phrasing.</p>	<p>I will explain to students the importance of having good posture for singing.</p> <p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them proper breathing and phrasing.</p>	<p>I will explain to students the importance of having good posture for singing.</p> <p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them proper breathing and phrasing.</p>	<p>I will explain to students the importance of having good posture for singing.</p> <p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them proper breathing and phrasing.</p>
<p><b>Middle of the lesson</b> <b>We Do</b></p> <p>Choir: Explain and Elaborate</p>	<p>We will sing through selected All-West rep together and identify trouble spots.</p>	<p>We will sing through selected All-West rep together and identify trouble spots.</p>	<p>We will sing through selected All-West rep together and identify trouble spots.</p>	<p>We will sing through selected All-West rep together and identify trouble spots.</p>	<p>We will sing through selected All-West rep together and identify trouble spots.</p>
<p><b>End of the lesson</b> <b>You Do</b></p> <p>Choir: Evaluate</p>	<p>Students will be given time to work in sections or independently on the trouble spots.</p>	<p>Students will receive quiz over Sanctus.</p>	<p>Students will be given time to work in sections or independently on the trouble spots.</p>	<p>Students will be given time to work in sections or independently on the trouble spots.</p>	<p>Students will be given time to work in sections or independently on the trouble spots.</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 will write down what they have learned today about posture.	Students will write down what they have learned today about breathe management.	Students will write down what they have learned today about tone quality.	Students will write down what they have learned today about phrasing.	Students will write down what they learned this week.
<b>SPED Modification (s):</b> What modifications are being made to accommodate the students receiving special services?	Use differentiated instruction, by giving students choices.	Use differentiated instruction, by giving students choices	Use differentiated instruction, by giving students choices	Use differentiated instruction, by giving students choices	Use differentiated instruction, by giving students choices
<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	Vocal Quiz
<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 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.

<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.	<b>Watch a short video a choir performing with proper posture.</b>	Recording of All-West Music	Recording of All-West Music	Recording of All-West Music	Recording of All-West Music

