

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



2024-2025 Weekly Lesson Planning Document

Week of Monday, __September 23rd through Friday, September 27th

EDUCATOR'S NAME: Quinton Rayford SUBJECT: Choir

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| Lesson Title: Perform Unit: Foundation P1 Chapter: Music Reading Page Number(s): (It is suggested that you use your curriculum map.) | All-West Preparation/ Audition Focus | All-West Preparation/ Audition Focus | All-West Preparation/ Audition Focus | All-West Preparation/ Audition Focus | All-West Preparation/ Audition Focus |
| 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 technical accuracy through appropriate use of : <ul style="list-style-type: none"> • Tonal center/ key relation • Scale construction • Pitch and rhythm work • Range Development • Diction, pronunciation, vowel formation, and clarity of text • Expressive elements including dynamics, phrasing, and stylistic character | | | | |
| 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 | Students should be able to accurately sing the correct pitches and rhythms of the All-West music using proper diction, dynamics, and phrasing. I can accurately sing the pitches and rhythms of the All- West music | Students should be able to accurately sing the correct pitches and rhythms of the All-West music using proper diction, dynamics, and phrasing. I can accurately sing the pitches and rhythms of the All- West music | Students should be able to accurately sing the correct pitches and rhythms of the All-West music using proper diction, dynamics, and phrasing. I can accurately sing the pitches and rhythms of the All- West music | Students should be able to accurately sing the correct pitches and rhythms of the All-West music using proper diction, dynamics, and phrasing. I can accurately sing the pitches and rhythms of the All- West music | Students should be able to accurately sing the correct pitches and rhythms of the All-West music using proper diction, dynamics, and phrasing. I can accurately sing the pitches and rhythms of the All- West music |

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| using the stem... I CAN.... | demonstrating proper use of diction, dynamics, and phrasing. | demonstrating proper use of diction, dynamics, and phrasing. | demonstrating proper use of diction, dynamics, and phrasing. | demonstrating proper use of diction, dynamics, and phrasing. | demonstrating proper use of diction, dynamics, and phrasing. |
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| Possible Misconception (s): 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. |
| 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 explain how music impacts their weekend. | Student will complete a creative writing assignment that focuses on selecting music for a company. | Students will complete a creative writing assignment that focuses on jungles and explain what makes it catchy. | Students will complete a writing assignment that focuses on songs associated with memories and select a couple of songs describing a certain time. | Students will write about an artist who influences their musical choices. . |
| 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. | <ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) ▪ Run Audition Spots | <ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) ▪ Run Audition Spots (30 mins) | <ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) ▪ Audition Spots (30min) | <ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) ▪ Audition Spots (30 mins) | <ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (3 minutes) ▪ Warm Up (5 minutes) ▪ Run Audition Spots (30 mins) |

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| <p>Beginning of Lesson I Do</p> <p>Choir: Engage & Explore</p> | <p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for the class the audition process by demonstrating one of the spots step by step.</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>Middle of the lesson We Do</p> <p>Choir: Explain and Elaborate</p> | <p>We will sing together the audition spots while focusing on entrances, cut-offs, pitches, rhythms, dynamics, phrasing, and diction.</p> | <p>We will sing together the audition spots while focusing on entrances, cut-offs, pitches, rhythms, dynamics, phrasing, and diction.</p> | <p>We will sing together the audition spots while focusing on entrances, cut-offs, pitches, rhythms, dynamics, phrasing, and diction.</p> | <p>We will sing together the audition spots while focusing on entrances, cut-offs, pitches, rhythms, dynamics, phrasing, and diction.</p> | <p>We will sing together the audition spots while focusing on entrances, cut-offs, pitches, rhythms, dynamics, phrasing, and diction.</p> |
| <p>End of the lesson You Do</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> |

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| (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. | 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. |
| ESL Modification (s): 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 |
| 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 | Discussion/ Exit Tickets | Discussions/ Exit Tickets | Discussions, and writing assessment | |
| 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 | 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. |
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| 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 All-West Music | Recording of All-West Music | Recording of All-West Music | Recording of All-West Music | Recording of All-West Music |