

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

2024-2025 Weekly Lesson Planning Document

Week of Tuesday, September 3rd through Friday, September 6th



EDUCATOR'S NAME: Quinton Rayford SUBJECT: Choir

	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.)	Holiday	Sight-Reading/ All-West Preparation	Sight-Reading/ All-West Preparation	Sight-Reading/ All-West Preparation	Sight-Reading/ All-West Preparation/ Women Choir Students to Douglass High for Vocal Workshop
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.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.				
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 read whole, half, quarter, and eighth notes and rests in order to accurately sight-read melodic and rhythmic exercises and the All-West repertoire. I can sight-read the musical notation of whole, half, quarter, and eighth notes and rest in order to accurately sing exercises and All-West repertoire.	Students should be able to read whole, half, quarter, and eighth notes and rests in order to accurately sight-read melodic and rhythmic exercises and the All-West repertoire. I can sight-read the musical notation of whole, half, quarter, and eighth notes and rest in order to accurately sing exercises and All-West repertoire.	Students should be able to read whole, half, quarter, and eighth notes and rests in order to accurately sight-read melodic and rhythmic exercises and the All-West repertoire. I can sight-read the musical notation of whole, half, quarter, and eighth notes and rest in order to accurately sing exercises and All-West repertoire.	Students should be able to read whole, half, quarter, and eighth notes and rests in order to accurately sight-read melodic and rhythmic exercises and the All-West repertoire. I can sight-read the musical notation of whole, half, quarter, and eighth notes and rest in order to accurately sing exercises and All-West repertoire.

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?		Very few people can sight-read difficult pieces.	Very few people can sight-read difficult pieces.	Very few people can sight-read difficult pieces.	Very few people can sight-read difficult pieces.
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.		I will perform a sight-reading exercise with mistakes and have the students write where the mistakes occurred. After a brief discussion, they will perform it correctly.	I will perform a sight-reading exercise with mistakes and have the students write where the mistakes occurred. After a brief discussion, they will perform it correctly.	I will perform a sight-reading exercise with mistakes and have the students write where the mistakes occurred. After a brief discussion, they will perform it correctly.	I will perform a sight-reading exercise with mistakes and have the students write where the mistakes occurred. After a brief discussion, they will perform it correctly.
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) Introduction ▪ Review Learning Objective (3 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) ▪ Rock-a-My Soul complete (10minutes) ▪ I Carry Your Heart Complete song (15mins) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) Introduction ▪ Review Learning Objective (3 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) Sanctus Complete (15 mins) Thixo pronunciation (15mins) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) Introduction ▪ Review Learning Objective (3 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) The Music of Stillness Rock-a My Soul I Carry Your Heart Zions Walls 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) Introduction ▪ Review Learning Objective (3 minutes) ▪ Music Theory Handouts (35 mins)
Beginning of Lesson I Do Choir: Engage & Explore		<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 leave an example for the students to refer to about counting rhythms and identifying pitches.</p>

Middle of the lesson We Do Choir: Explain and Elaborate		We will sing through selected All-West rep together and identify trouble spots.	We will sing through selected All-West rep together and identify trouble spots.	We will sing through selected All-West rep together and identify trouble spots.	They will work independently on the assignment or with a peer if they need additional support.
End of the lesson You Do Choir: Evaluate		Students will be given time to work in sections or independently on the trouble spots.	Students will be given time to work in sections or independently on the trouble spots.	Students will be given time to work in sections or independently on the trouble spots.	Students will be given time to work in sections or independently on the trouble spots.
(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.
SPED Modification (s): 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

ESL Modification (s): What modifications are being made to accommodate the students receiving special services?		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 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.		Discussion/ Exit Tickets	Discussions/ Exit Tickets	Discussions, and writing assessment	The assignment will serve as an exit ticket
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.
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.	Students who understand quicker may assist those who need additional support.
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	none