

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



2024-2025 Weekly Lesson Planning Document

Week of Monday, __September 9th through Friday, September 13th

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.)	All-West Preparation/ Pitch and Rhythm Accuracy	All-West Preparation/ Pitch and Rhythm Accuracy	All-West Preparation/ Pitch and Rhythm Accuracy	All-West Preparation/ Pitch and Rhythm Accuracy	All-West Preparation/ Pitch and Rhythm Accuracy
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

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?	All-West music is difficult and can only be performed by people who have taken voice lesson.	All-West music is difficult and can only be performed by people who have taken voice lesson.	All-West music is difficult and can only be performed by people who have taken voice lesson..	All-West music is difficult and can only be performed by people who have taken voice lesson.	All-West music is difficult and can only be performed by people who have taken voice lesson.
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.	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 (2 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) ▪ Audition Spot #1 sectional (20min) ▪ Group Rehearsal (10mins) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) Introduction ▪ Review Learning Objective (2 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) ▪ Audition Spot #2 sectional (20min) Group Rehearsal (10mins) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) Introduction ▪ Review Learning Objective (2 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) ▪ Audition Spot #3 sectional (20min) Group Rehearsal (10mins) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) Introduction ▪ Review Learning Objective (2 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) ▪ Audition Spot #4 sectional (20min) Group Rehearsal (10mins) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) Introduction ▪ Review Learning Objective (3 minutes) ▪ Warm Up (5 minutes) ▪ Sight reading (5 minutes) ▪ Quartet All Audition Spots (30 mins)

<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 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>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 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>End of the lesson You Do</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 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>	<p>Students will be given time to work in sections or independently on the trouble spots.</p>

(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.	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 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 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.

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