

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

2024-2025 Weekly Lesson Planning Document

Week of Monday, 12/9 through Friday, 12/13



EDUCATOR'S NAME: Maness **SUBJECT:** Gen Music

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	Discovering Jazz and Blues	The Classical Music Genre	Rock and Roll	Country Music	What is Music Instrument Families
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.	GM.R1.C Identify and compare the context of music from a variety of genres, cultures, and historical periods. GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.				
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....	Discover the genres of Jazz and Blues Discuss the qualities of Jazz Discuss the qualities of Blues	Explore the history and qualities of classical music	Students will discover the evolution of rock and roll. Discover the origins of rock and roll. Look at the greatest rock and roll artists of all time	Explore the qualities and major artists of Country Music	Discover the four families Discuss ideas about music and noise Conceptualize traditional instruments vs. non-traditional instruments Discover pitched and unpitched instruments

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	Students may mix up the similarities of either Jazz or Blues	Students may confuse the different eras of classical music. *Must explain thoroughly*	Modern rock vs. Pop and Modern rock compared to classic rock	Students may confuse one artist for another. The differences in country music	Mixing up the instruments and their families during group work. Especially the percussion family
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.	Are Jazz and Blues different? Why or why not?	What do you know about classical music?	What genre do you think rock and roll came from?	What can you tell me about country music? (instruments, favorite artists, etc.)	Tell me one example in which music has affected society?
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 (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (30 minutes) ▪ Review (10 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (30 minutes) 3..2..1... (10 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (30 minutes) ▪ Review (8 minutes) ▪ Exit Ticket (2 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (25 minutes) Mini Project (20 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (5 minutes) ▪ Groups (20 minutes) ▪ Present (20 minutes)
Beginning of Lesson I Do Science: Engage & Explore	Pass this Venn Diagram out to help students organize their information as I go through the presentation	Listen to clip of a classical piece and see how we can describe the piece	We will discuss what rock and roll is and listen to a few small examples	Discuss as a class what they know about country music? Their favorite artists or songs?	How familiar are you with the instruments and their families?

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	Have students fill this information out as you go through the PowerPoint reviewing answers at the end of class for review	Learn and discuss the evolution of classical music and how to describe it	Students will fill their comparison charts out during lecture	Listen and learn about the different stars that made country music as well as its history.	Students will participate in the class discussion throughout the lesson
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>As a class:</p> <p>Review information in Venn Diagram. Check for discrepancies</p>	3..2..1.. exercise. Students will write 3 things they learned in class, 2 things they would still like to know, and 1 question they might have	Review comparison charts and ask any questions	<p>Mini project: Create your own Country music program!</p> <p>-use one artist discussed in class -give a theme and title -give a brief description of your program</p>	Students will review the questions at the lesson
<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.</p>	Students answer review questions	3..2..1.. exercise	Who was your favorite rock and roll artist/ group from today and why?	Present Concert Programs	Music has to have at least one of three things in order to be considered music. Name at least ONE of those three things
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	They will receive extra time to complete their work. I also have print outs of all presentations so the students can read and study at their pace	They will receive extra time to complete their work. I also have print outs of all presentations so the students can read and study at their pace	They will receive extra time to complete their work. I also have print outs of all presentations so the students can read and study at their pace	They will receive extra time to complete their work. I also have print outs of all presentations so the students can read and study at their pace	They will receive extra time to complete their work. I also have print outs of all presentations so the students can read and study at their pace

ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	Any printout, presentation or video will have Spanish translation. Will print out if needed	Any printout, presentation or video will have Spanish translation. Will print out if needed	Any printout, presentation or video will have Spanish translation. Will print out if needed	Any printout, presentation or video will have Spanish translation. Will print out if needed	Any printout, presentation or video will have Spanish translation. Will print out if needed
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.	Assessment occurs during the review portion of class	The 3...2...1... exercise will act as formative assessment for the lesson	The rock and roll comparison chart will act as an assessment to check student understanding	The in-class project will act as the assessment for the lesson	Discussions throughout class and the exit ticket will be used as formative assessments
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	Student will come to my tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well	Student will come to my tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well	Student will come to my tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well	Student will come to my tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well	Student will come to my tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	will have the help out the other students in the class. As well as have them look ahead to the Classical Genre	I will have another classical piece to listen to and describe it using emotion, color, volume, etc...	Listen to this example: how would you describe this song?	Listen to this example: how would you describe this song? What do you think the song was written about?	I will ask them to begin thinking if music can affect society or even their own life?
Technology Integration: How will the students use technology to help them master the objective.	N/A	Students may have to ones in this lesson	N/A	N/A	N/A