

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

2024-2025 Weekly Lesson Planning Document

Week of Monday, 10/4 through Friday, 10/18



EDUCATOR'S NAME: MANESS SUBJECT: GUITAR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	Review Procedures / Chord Review	Music Theory: Quarter/Eighth notes Playing and Resting New strum Pattern	Chromatic Riff Exercise	Chromatic Riff Exercise (Practice Continued) New Stum Pattern Practice	Jam Session (Individual Practice) Pick a Previous song from the song book
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.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. HS1.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings.				
Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based. <small>Write the objective in student friendly terms. For example, I can multiply binomials.</small> 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 will review each of the chords we have learned the first 9 weeks	Students will explore Quarter notes and Eighth notes compared to the corresponding	Students will explore and demonstrate the Chromatic Riff Exercise	Students will continue to practice the Chromatic Riff exercise Students will Practice the new strumming patterns	Students will review/ pick a song from our songbook to begin learning.

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>Possible mix up between finger placements</p>	<p>Confusion with the new strum patters coupled with quarter and eighth notes</p>	<p>Confusion on finger placement with new exercise</p>	<p>Confusion on finger placement with new exercise/ confusion on the stumming patterns</p>	<p>Where the chords sit in the songs / strumming patterns with them</p>
<p>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.</p>	<p>Listen and analyze this famous guitar solo What emotion do you think they are trying to convey?</p>	<p>Listen and analyze this famous guitar solo What emotion do you think they are trying to convey?</p>	<p>Listen and analyze this famous guitar solo What emotion do you think they are trying to convey?</p>	<p>Listen and analyze this famous guitar solo What emotion do you think they are trying to convey?</p>	<p>Listen and analyze this famous guitar solo What emotion do you think they are trying to convey?</p>
<p>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.</p>	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warm-Up (5 minutes) ▪ Guided Practice. (15 minutes) ▪ Individual Practice (15 minutes) ▪ Break down (2 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (5 minutes) ▪ Playing and resting. (10 minutes) ▪ New Strum Patterns Practice (15 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warm up (5 minutes) ▪ Chromatic Riff (25 minutes) Check-In (10 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warm-Up (5 minutes) ▪ Guided Practice. (15 minutes) ▪ Individual Practice (15 minutes) Break down (2 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warm-Up (5 minutes) ▪ Individual Practice (33 minutes) Break down (2 minutes)
<p>Beginning of Lesson I Do Science: Engage & Explore</p>	<p>Review a few class procedures / Introduce the layout for the class</p>	<p>I will introduce quarter and eighth notes and compare them to the strumming patterns we have already learned</p> <p>I will demonstrate how to play with rests</p> <p>I will demonstrate the new strumming patterns</p>	<p>I will show a video to demonstrate the new exercise and demonstrate the technique myself</p>	<p>I will show a video to demonstrate the new exercise and demonstrate the technique myself.</p> <p>If student's feel comfortable, maybe a student volunteer to demonstrate the exercise for the class</p>	<p>Pass out books and music stands to students.</p> <p>Give students the parameters for the song selection</p>

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>Students will practice the previously learned chords with a drum track</p>	<p>Students will practice reading quarter and eighth notes</p> <p>Students will learn how to play with rests</p> <p>Students will learn a new strumming pattern</p>	<p>Students will demonstrate the new chromatic riff exercise</p>	<p>Students will demonstrate the new chromatic riff exercise</p> <p>Students will demonstrate new stum pattern</p>	<p>Students will begin to find / practice songs from the song book</p>
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>Students will practice these chords on their own</p> <p>Students may practice songs that feature the chords learned in class</p>	<p>Students will perform notes and rests with the new strumming pattern</p>	<p>Students will perform new exercise at 50 bpm</p>	<p>Students will perform new exercise at 55-60 bpm</p>	<p>Students will tell me what song they are going to practice</p>
<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>	<p>Group performances: Groups of 5 perform the in-class song with the teacher</p>	<p>Group performances: Groups of 5 perform the in-class song with the teacher</p>	<p>Chromatic Riff Check- In</p>	<p>Chromatic Riff Check- In / New strum pattern check-in</p>	<p>Individual Students performances</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can help with any issues that may arise.</p>	<p>I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can help with any issues that may arise.</p>	<p>I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can help with any issues that may arise.</p>	<p>I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can help with any issues that may arise.</p>	<p>I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can help with any issues that may arise.</p>

<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement
<p>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.</p>	Formative assessment occurs after each new repetition	Formative assessment occurs after each new repetition	Chromatic Riff exercise will act as the assessment for the day	Chromatic Riff exercise will act as the assessment for the day	Assessments will occur as the teacher completes random check-ins
<p>Corrective Activity (s): What will I do if the student doesn't understand the lesson?</p>	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring
<p>Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?</p>	Students will look to help other with their understanding	Students will look to help other with their understanding	Students will look to help other with their understanding	Students will look to help other with their understanding	Students will look to help other with their understanding
<p>Technology Integration: How will the students use technology to help them master the objective.</p>	Metronome	Metronome	Metronome	Metronome	Metronome