

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

2024-2025 Weekly Lesson Planning Document

Week of Monday, _____9/30_____through Friday, _____10/4_____



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.)	A and D major: "Best Day of My Life" "Imagine"	A and D major continued: "Best Day of My Life" "Imagine"	Music Theory: Quarter/Eighth notes Playing and Resting New strum Pattern	Chromatic Riff Exercise	Jam Session: "I gotta Feeling" and "Heathens" "Continued"
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. 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 will continue to demonstrate A and D major chords. Students will apply new chords to "Best Day of My Life" and "Imagine" Continue to work these chords	Students will continue to demonstrate A and D major chords. Students will apply new chords to "Best Day of My Life" and "Imagine" Continue to work these chords	Students will explore Quarter notes and Eighth notes compared to the corresponding	Students will explore and demonstrate the Chromatic	Students will demonstrate all new chords and previous learned chords within "I gotta feeling" and "Heathens"

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	Confusion on finger placement with new chords. Where to play the chords in the song	Confusion on finger placement with new chords. Where to play the chords in the song	Confusion with the new strum patterns coupled with quarter and eighth notes	Confusion on finger placement with new exercise	Where the chords sit in the songs / strumming patterns with them
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.	Listen and analyze this famous guitar solo What emotion do you think they are trying to convey?	Listen and analyze this famous guitar solo What emotion do you think they are trying to convey?	Listen and analyze this famous guitar solo What emotion do you think they are trying to convey?	Listen and analyze this famous guitar solo What emotion do you think they are trying to convey?	Listen and analyze this famous guitar solo What emotion do you think they are trying to convey?
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 (6 minutes) Review Learning ▪ Objective (2minutes) Warmup (5 minutes) Heathens (33minutes) ▪ Group Performance. (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (6 minutes) Review Learning ▪ Objective (2minutes) Warmup (5 minutes) Heathens (33minutes) ▪ Group Performance. (5 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 (10 minutes) 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 (6 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Gotta Feeling (20 minutes) ▪ Heathens (20 minutes) Item 5 (minutes)
Beginning of Lesson I Do Science: Engage & Explore	I will review the new chords with a simple strumming pattern	I will review the new chords with a simple strumming pattern	<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>	I will show a video to demonstrate the new exercise and demonstrate the technique myself	Review each of the chords we are using in each of the song

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>Students will review chords with teacher</p> <p>Students will demonstrate chords in “Best day of my life”</p>	<p>Students will review chords with teacher</p> <p>Students will demonstrate chords in “Imagine”</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>Play through each of the chords being used today</p> <p>Play through each song</p>
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>Students perform “best day of my life” with the backing track</p>	<p>Students perform “Imagine” with the backing track</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>Perform each song with the backing track. (Goal: 65-70 bpm for the tracks)</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>“Best Day of my Life” Performance Check-In</p>	<p>“Imagine” Performance Check-In</p>	<p>Group performances: Groups of 5 perform the in-class song with the teacher</p>	<p>Chromatic Riff Check- In</p>	<p>Group performances: Groups of 5 perform the in-class song with the teacher</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>

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. 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
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.	Best Day of My life	Imagine	Formative assessment occurs after each new repetition	Chromatic Riff exercise will act as the assessment for the day	"I gotta feeling" and "Heathens" will act as the assessment n
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	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
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	Students will look help other with their understanding	Students will look help other with their understanding	Help students gain a better understanding	Look ahead to the Songs for tomorrow – practice	Help students gain a better understanding
Technology Integration: How will the students use technology to help them master the objective.	Metronome	Metronome	Metronome	Metronome	Metronome and backing tracks