

2024-2025 Weekly Lesson Planning Document

Week of Monday, 12/2 through Friday, 12/6



EDUCATOR'S NAME: MANESS SUBJECT: GUITAR

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.) | Review All Chords | Back in Black / What Makes you beautiful | Restrstring Guitars | F Major Scale | Jam Session: Individual Check Ins |
| 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 review C,G,A,D, E, and E minor chords | Students will Perform Back in Black and What makes you beautiful to further review | Students will learn and demonstrate how to restrstring a guitar | Students will learn the major scale pattern Students will begin to learn F Major Scale | Students will demonstrate each chord and strumming pattern they have learned this week Students will check-in with teacher |

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| Possible Misconception (s): What misconception(s) are you anticipating during this lesson? | The finger positions for each of the chords | Lyric/Chord relationship and a new strumming pattern | The correct way to restring on both sides of the guitar (left and right) | How the major scale patten works and which note to start on. | Mis-practicing the learned chords and techniques this week |
| 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: What do you think the purpose of this song is? Is there anything you would change? | Listen and analyze: What do you think the purpose of this song is? Is there anything you would change? | Listen and analyze: What do you think the purpose of this song is? Is there anything you would change? | Listen and analyze: What do you think the purpose of this song is? Is there anything you would change? | Listen and analyze: What do you think the purpose of this song is? Is there anything you would change? |
| 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) ▪ Review (20 minutes) ▪ O.Y.O (10 minutes) | <ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warm-Up (5 minutes) ▪ Practice (33 minutes) Break down (2 minutes) | <ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Restring(40 minutes) | <ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Warm-Up (5 minutes) ▪ Practice (33 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) |
| Beginning of Lesson I Do Science: Engage & Explore | We will warm up I will then walk the students through each of the chords and how I want them to play it. | Warm up Quickly strum through the chords used in both songs | I will discuss the proper way to string a guitar. I will also play a short video to further show how to restring a guitar. | Warm up Discuss how the major scale pattern work and which “landmark | I will tell the students things they can work on during this practice period I will ask if there is anything they need my help with |

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| <p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p> | Students will begin to play each chord in sessions with the teacher and drum track | <p>Students begin learning what makes you beautiful</p> <p>Students will continue to learn and play Back in Black</p> | Students will be called in groups of 5-6 to come and watch the teacher restring a guitar and further reinforce the proper way to resting | Students will begin to practice the F major scale while I walk around to each student to check their progress | <p>Students will work on the subjects taught this week</p> <p>*I will walk around/ call students to check-in with me*</p> |
| <p>End of the lesson You Do</p> <p>Science: Evaluate</p> | Students will string together each of the chords we have learned thus far | Students will perform Back in Black and What makes you beautiful | Students will restring AT LEAST 1 string of the guitar | Students will perform the F major scale at 60 bpm | Students will continue to work on the things covered in class this week |
| <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> | Individual Students performances | Individual Students performances | After today, do you think you could restring a full guitar? Yes or no? why? | Individual Students performances | Individual Students performances |
| <p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</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. | 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. | 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. | 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. | 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. |

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| 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. | Formative: Students check in at the end of the lesson will act as my assessment. | Formative: perform Back in Black and What makes you beautiful | Formative Assessment: Occurs while student is actively restringing the guitar | Formative: | Summative Assessment: Check-In w/ Teacher |
| 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 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 |
| Technology Integration: How will the students use technology to help them master the objective. | Metronome and drum track | Metronome and drum track | N/A | Metronome and drum track | Metronome and drum track |