

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

2024-2025 Weekly Lesson Planning Document

Week of Monday, 9/16 through Friday, 9/20



EDUCATOR'S NAME: MANESS **SUBJECT:** General Music

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	Practice/ Escape Room Review Game	Basic Music Theory Assessment	Make-up Workday	Music from Around the World: Africa and China	Music from Around the World: India and Mexico
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.	<p>GM.Cr2.B Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical idea</p> <p>GM.P1.D Identify how cultural and historical context informs performances and results in different music effects.</p> <p>GM.R1.C Identify the context of music from a variety of genres, cultures, and historical periods.</p>				
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 aurally discern between major and minor Sub-Objectives: 1. Describe how music influences emotion 2. Discover the difference between major and minor 3. Aurally assess the difference.	Students will demonstrate their knowledge of the music alphabet, how to aurally discern major and minor chords, note values, and rest values	Students will retake or make up any work they missed in class or scored extremely low on	Discover music from Africa and China!	Discover music from India and Mexico!

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>Note values and note names with the new information this week</p>	<p>Note values and note names with the new information this week</p>	<p>Work they did not submit</p>	<p>Possibly the different instruments and facts about each country</p>	<p>Possibly the different instruments and facts about each country</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>What are the values of these notes/ rests</p>	<p>Select questions from study guide</p>	<p>How rap battle took over the Internet.</p>	<p>Why have so many countries' adopted drill rap</p>	<p>How the Halluci Nation created Electric Powwow music</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) ▪ Escape Game (30 minutes) ▪ Review Answers(10 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (minutes) ▪ Assessment (35 minutes) Review (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Make-up work (40 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Item 3 (minutes) ▪ Item 4 (minutes) ▪ Item 5 (minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Item 3 (minutes) ▪ Item 4 (minutes) ▪ Item 5 (minutes)
<p>Beginning of Lesson I Do Science: Engage & Explore</p>	<p>Explain the rules of the game and how to play</p>	<p>Quick review/ answer any questions students may have</p>	<p>Give students a list of all assignments</p>	<p>Introduce each county with a fun fact about them. Give students "Instrument Matching sheet"</p>	<p>Introduce each county with a fun fact about them. Give students "Instrument Matching sheet"</p>

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>In groups: students will complete review game</p>	<p>Students take music theory assessment</p>	<p>Students will complete their makeup work</p>	<p>Students will complete the Instrument Matching Sheet as the lecture progresses</p>	<p>Students will complete the Instrument Matching Sheet as the lecture progresses</p>
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>As a class: review answers to review game</p>	<p>Review questions on test</p>	<p>Students ask any question they have left after the make up work. Teacher will answer</p>	<p>Review Instrument Matching Sheet and the lesson review question</p>	<p>Review Instrument Matching Sheet and the lesson review question</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>What note is this?</p>	<p>Review most difficult questions from assessment/ explain in more detail</p>	<p>What do you know about the music around the world?</p>	<p>What did you learn about African and Chinese music</p>	<p>What did you learn about Indian and Mexican music</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<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</p>	<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</p>	<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</p>	<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</p>	<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</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	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.	The Review game will act as the assessment for the day. Students will write down their answers from the game	The Music Theory Assessment acts as the assessment for the day as well as the unit assessment	Assessment occurs as each students submits missing or late work	Instrument matching sheet and the review questions will act as the assessment	Instrument matching sheet and the review questions will act as the assessment
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	Student will come to after-school tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well and possible solutions	Student will come to after-school tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well and possible solutions	Student will come to after-school tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well and possible solutions	Student will come to after-school tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well and possible solutions	Student will come to after-school tutoring so I can work with them 1 - on - 1 We will also discuss after class which part they are struggling with as well and possible solutions
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	Students will help other students gain a better understanding	Students will look ahead to "Music from around the world"	Students will complete note identification worksheet	Find 5 facts about Indian and Mexican music	Find 5 facts about Caribbean and Russian music
Technology Integration: How will the students use technology to help them master the objective.	N/A	N/A	N/A	N/A	N/A