

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

2024-2025 Weekly Lesson Planning Document

Week of Monday, 8/26 through Friday, 8/30



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.)	Rock and Roll	Country Music	Review and Assessment	Beginner Music Theory: Staves, Clefs, and Note values	Beginner Music Theory: Note Review and Rests
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. <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 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	Students will review the materials covered in this Unit Students will take an assessment	Discover and apply standard musical notation to music reading exercises Discover staves, clefs, and note values Practice Identifying note values	Discover rests and their beat values. Review material from the previous lesson Learn about rest values

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>Modern rock vs. Pop and Modern rock compared to classic rock</p>	<p>Students may confuse one artist for another. The differences in country music</p>	<p>Students may forget info from pervious lessons</p>	<p>Note names from treble and Bass clef. As well as the different clefs</p>	<p>Note names and values</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 genre do you think rock and roll came from?</p>	<p>What can you tell me about country music? (instruments, favorite artists, etc.)</p>	<p>Select questions from the assessment review handout</p>	<p>What are the names of these clefs? *Image of Treble and Bass clef*</p>	<p>How many beats does this note get? Note value review</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) ▪ 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 (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Review (20 minutes) ▪ Assessment (20 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (10 minutes) ▪ Worksheet (20 minutes) ▪ Review (10 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (15 minutes) ▪ Practice (20 minutes) ▪ Exit Ticket (5 minutes)
<p>Beginning of Lesson I Do Science: Engage & Explore</p>	<p>We will discuss what rock and roll is and listen to a few small examples</p>	<p>Discuss as a class what they know about country music? Their favorite artists or songs?</p>	<p>Quick review before game to ease into the review game. Explain the rules of game</p>	<p>Ask the students if they have ever read sheet music and if so, where? Discuss the importance of reading music</p>	<p>Review note values from previous lesson Begin the connection between note values and their corresponding rests</p>

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>Students will fill their comparison charts out during lecture</p>	<p>Listen and learn about the different stars that made country music as well as its history.</p>	<p>Review Kahoot</p>	<p>Note Review Worksheet</p>	<p>Begin learning the values of each Rest and how to count them.</p>
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>Review comparison charts and ask any questions</p>	<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>	<p>Take 10 question Unit assessment</p>	<p>As a class: Review answers on "Note Review Worksheet"</p>	<p>Students practice clapping the rhythm examples</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>Who was your favorite rock and roll artist/group from today and why?</p>	<p>Present Concert Programs</p>	<p>Review assessment : student volunteers</p>	<p>Students answer note value examples on board</p>	<p>Students will clap rhythmic examples from board with teacher</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 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	The Unit Assessment will help determine student understanding	Note Review Worksheet will act as the main assessment today	Formative Assessment: Rhythm Counting and Clapping will assess students understanding
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?	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?	Note identification activity	Rest value activity	Note Name Identification exercise
Technology Integration: How will the students use technology to help them master the objective.	N/A	Cell phones will be used to research country songs for the class project	N/A	N/A	N/A