

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

2024-2025 Weekly Lesson Planning Document

Week of Monday, 8/19 through Friday, 8/23



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.)	Music 101: Instrument Families	Music 101: Jeopardy Review and Assessment	Discovering Jazz and Blues	The Classical Music Genre	Rock and Roll
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): <small>What specifically should students be able to do at the end of the lesson? The objective is standards-based.</small> <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....	In groups, give a brief presentation about the four instrument families! Discover the four families Get into research groups Give group presentation	Students will review for the unit assessment If time, students will take Assessment.	Discover the genres of Jazz and Blues Discuss the qualities of Jazz Discuss the qualities of Blues	Explore the history and qualities of classical music	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

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>Mixing up the instruments and their families during group work. Especially the percussion family</p>		<p>Students may mix up the similarities of either Jazz or Blues</p>	<p>Students may confuse the different eras of classical music. *Must explain thoroughly*</p>	<p>Modern rock vs. Pop and Modern rock compared to classic rock</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>Tell me one example in which music has affected society?</p>	<p>Which instrument family has the most instruments in their family</p>	<p>Are Jazz and Blues different? Why or why not?</p>	<p>What do you know about classical music?</p>	<p>What genre do you think rock and roll came from?</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 (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (5 minutes) ▪ Groups (20 minutes) ▪ Present (20 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ Review (15 minutes) ▪ Assessment (20 minutes) ▪ Debrief (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (30 minutes) ▪ Review (10 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (30 minutes) 3..2..1... (10 minutes) 	<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)
<p>Beginning of Lesson I Do Science: Engage & Explore</p>	<p>How familiar are you with the instruments and their families?</p>	<p>Review the Do Now with the students</p>	<p>Pass this Venn Diagram out to help students organize their information as I go through the presentation</p>	<p>Listen to clip of a classical piece and see how we can describe the piece</p>	<p>We will discuss what rock and roll is and listen to a few small examples</p>

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>Get into 4 groups and research your given instrument family</p>	<p>Jeopardy Review Game</p>	<p>Have students fill this information out as you go through the PowerPoint reviewing answers at the end of class for review</p>	<p>Learn and discuss the evolution of classical music and how to describe it</p>	<p>Students will fill their comparison charts out during lecture</p>
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>Present your findings to the class</p>	<p>Take 10 question assessment</p>	<p>As a class: Review information in Venn Diagram. Check for discrepancies</p>	<p>3..2..1.. exercise. Students will write 3 things they learned in class, 2 things they would still like to know, and 1 question they might have</p>	<p>Review comparison charts and ask any questions</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 Presentations</p>	<p>Review answers from unit assessment.</p>	<p>Students answer review questions</p>	<p>3..2..1.. exercise</p>	<p>Who was your favorite rock and roll artist/ group from today and why?</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>

<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>Any printout, presentation or video will have Spanish translation. Will print out if needed</p>	<p>Any printout, presentation or video will have Spanish translation. Will print out if needed</p>	<p>Any printout, presentation or video will have Spanish translation. Will print out if needed</p>	<p>Any printout, presentation or video will have Spanish translation. Will print out if needed</p>	<p>Any printout, presentation or video will have Spanish translation. Will print out if needed</p>
<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>	<p>Group presentations will be used to assess student understanding</p>	<p>Students will complete the final unit assessment</p>	<p>Assessment occurs during the review portion of class</p>	<p>The 3..2..1... exercise will act as formative assessment for the lesson</p>	<p>The rock and roll comparison chart will act as an assessment to check student understanding</p>
<p>Corrective Activity (s): What will I do if the student doesn't understand the lesson?</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?</p>	<p>Students will be used to help others prepare for the assessment</p>	<p>I will ask the student to write down 5 things the know about Jazz or the Blues</p>	<p>will have the help out the other students in the class. As well as have them look ahead to the Classical Genre</p>	<p>I will have another classical piece to listen to and describe it using emotion, color, volume, etc...</p>	<p>Listen to this example: how would you describe this song?</p>
<p>Technology Integration: How will the students use technology to help them master the objective.</p>	<p>Students will use their cell phones to help complete the group work</p>	<p>N/A</p>	<p>N/A</p>	<p>Students may have to ones in this lesson</p>	<p>N/A</p>