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| **McDonough High School Weekly Lesson Plan Template**  **Weekly Plans for: 10/26/2020 -10/30/2020\_\_**  **Teacher: Mr. Cummings**  **Unit Title: Unit 2- long tones and scales** |
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| ***Content Standards ( # and brief description):*** |
| **HSBB.CR.1** Improvise, compose, and arrange music within specified guidelines.  a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).  **HSBB.PR.3** Read and identify elements of notated music.  **HSBB.RE.1** Listen to, analyze, and describe music |
| ***I Can Statements:  What do we expect students to learn today?*** |
| **Monday: Students will be able to demonstrate the application of reading music**  **Tuesday: SWBAT demonstrate the application of reading music**  **Wednesday: SWBAT demonstrate the application of reading rhythms on their instrument**  **Thursday:  SWBAT demonstrate musical memorization**  **Friday: SWBAT play 4 measures of randomized rhythms on their instrument** |
| ***Opening:* *How are we going to pique their interest?*** |
| **Monday:** Rhythmic clapping & sight reading warm up as Attendance  **Tuesday:** Rhythmic clapping & sight reading warm up as Attendance  **Wednesday:** Rhythmic clapping & sight reading warm up as Attendance  **Thursday:**  Rhythmic clapping & sight reading warm up as Attendance  **Friday:** Assessment |
| ***Instructional Strategy:******How are we going to teach it?*** |
| **Monday: Students will review sight reading rhythms using rhythm randomizer, afterwards we will practice on the previously designated major scale for each student. I will also assign etudes for each student that has completed all 12 major scales**  **Tuesday:** practice on hybrid rhythms and rests. I will use rhythm randomizer to show a visible example of how the given notes look and how to count them. We will focus on active sight reading by giving students exercises with gradually decreasing prep-time and increasing difficulty. We will also incorporate songs and current music to our practice repertoire.  **Wednesday:** practice on hybrid rhythms and rests. I will use rhythm randomizer to show a visible example of how the given notes look and how to count them. We will focus on active sight reading by giving students exercises with gradually decreasing prep-time and increasing difficulty while also practicing on our asynchronous assignments    **Thursday:  Practice on our scales and our assigned our quiz material for the week allowing students time to practice on their given assignments.**  **Friday: The students will have a playing quiz on their assigned scale or portion of an etude that they have been practicing on over the week** |
| ***Guided Practice: How will we know that our students are ready to move to independent practice?*** |
| **Monday:** N/A  **Tuesday: Students will be able to move on to guided practice upon satisfactory level completion of the warm up and group exercises. ( Correct notes and rhythms )**  **Wednesday: Students will be able to move on to guided practice upon satisfactory level completion of the warm up and group exercises ( Correct notes and rhythms )**  **Thursday Students will be able to move on to guided practice upon satisfactory level completion of the warm up and group exercises. ( Correct notes and rhythms )**  **Friday: N/A** |
| ***Independent Work Session Task: How will we monitor student progress?*** |
| **Monday: Sale practice with individual check ins and guidance for each student.**  **Tuesday: Independent practice on basic instrument fundamentals, specifically notes and pitch production and scales for beginners and scale related reading for experienced players. I will monitor by asking questions reviewing with independent students throughout this practice time.**  **Wednesday: Independent practice on basic instrument fundamentals, specifically notes and pitch production and scales for beginners and scale related reading for experienced players. I will monitor by asking questions reviewing with independent students throughout this practice time.**  **Thursday: major scale practice in preparation for their scale assessment. Audition and concert material practice for my seniors that have completed their 12 major scales.**  **Friday:  playing assessment** |
| **Closing Activity: How will we bring today to a close?** |
| **Monday: note application review**  **Tuesday: Music Review**  **Wednesday: : Music review**  **Thursday: : Music review**    **Friday: Assessment** |
| **Assessment: How will we assess for student mastery?** |
| **Monday:**  the recap/ closing activity (replaying the given scales and rudiments)  **Tuesday:**  the recap/ closing activity (replaying the given scales and rudiments)  **Wednesday:** the recap/ closing activity (replaying the given scales and rudiments)  **Thursday:** the recap/ closing activity (replaying the given scales and rudiments)  **Friday: video submission quiz. Clapping and counting 4 measures with up to 16th notes**  Playing Assessment rubric: <https://static1.squarespace.com/static/58d037ac59cc681d3c17042c/t/5b97edad2b6a28652171a147/1536683437657/ASB+Score+Sheets+9.11.18.pdf> (score sheet)  <https://static1.squarespace.com/static/58d037ac59cc681d3c17042c/t/58ebd4f33e00be49e542e906/1491850483365/Solo+Rubric.pdf> (Rubric) |