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| **McDonough High School Weekly Lesson Plan Template**  **Weekly Plans for: 10/5/2020 -10/9/2020\_\_**  **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 and give out information about the needed books for the playing portions of class.**  **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 submit a video playing test assessing their understanding of the given exercises 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: Clapping and counting 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) |