**Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26**

**Teacher:** Colon  
**Subject:** Marching Band  
**Course:** Band Techniques / Field Performance  
**Grade:** 9–12  
**Date(s):** Sept. 15–19, 2025

**Standards (GA Standards of Excellence – Band):**

* MHSB.PR.1: Perform with accuracy, expression, and technical skill.
* MHSB.PR.2: Read and notate rhythms using standard notation.
* MHSB.RE.1: Listen to, analyze, and describe music using appropriate terminology.
* MHSB.CN.1: Connect music concepts to performance and culture.

**Assessment:** ☑ Daily Performance Checks ☑ Friday Full Ensemble Performance Task

| **Day** | **Learning Target (LT)** | **Activation of Learning (5 min)** | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (10 min)** | **Collaborative Learning – Y’ALL DO (10 min)** | **Independent Learning – YOU DO (10 min)** | **Closing (5 min)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Mon – Concert Bb** | LT: I can perform Concert Bb scale with proper intonation, articulation, and tone quality. | **Quick Write**: “Why is Concert Bb often considered the ‘band key’?” | **Think-Aloud**: Director models scale with correct breathing, articulation, and intonation. | **Graphic Organizer (Guided)**: Students mark fingerings/slide positions for Concert Bb. | **Peer Feedback with Rubric**: Partners evaluate intonation and tone on Bb scale. | Independent practice: Perform Concert Bb 2 octaves with metronome at ♩=80. | **Exit Ticket**: Write 1 personal improvement goal for Bb scale. |
| **Tue – Warm-Up Chorales** | LT: I can perform chorales with balance, blend, and phrasing. | **Do Now Listening**: Compare a professional recording of a chorale to a band performance; notice blend. | **Demonstration**: Teacher models phrasing and breath support in chorale style. | **Reciprocal Teaching**: Students lead short chorale passages (summarizer, clarifier, questioner). | **Team Problem Solving**: Sections rehearse chorale to improve blend, then share with class. | Mark phrasing and breath marks individually on music, then play chorale excerpt. | **Peer Debrief**: Share one strategy that helped your section blend better. |
| **Wed – Rhythm Studies** | LT: I can perform rhythm studies with steady tempo and accurate subdivisions. | **Anticipation Guide**: “Subdivision is only necessary for fast notes.” (Agree/Disagree). | **Direct Instruction (EDI)**: Teacher claps and counts rhythm exercises with subdivision. | **Error Analysis**: Students fix mis-labeled or mis-counted rhythms in sample exercises. | **Collaborative Annotation**: Groups mark rhythm sheets with correct counts and subdivisions. | Independent drill: Clap and play 8-bar rhythm study with metronome at ♩=100. | **3-2-1 Summary**: 3 things learned, 2 challenges, 1 strategy for improvement. |
| **Thu – Stand Tune 1 & Gin & Juice** | LT: I can perform Stand Tune 1 and “Gin & Juice” with accuracy, energy, and proper style. | **Think-Pair-Share**: “What makes a stand tune exciting for the audience?” | **Modeling with Think-Aloud**: Director demonstrates cueing, articulation, and style in stand music. | **Guided Practice**: Call-and-response run of difficult passages. | **Gallery Walk**: Sections perform short excerpts of tunes; peers rotate and provide feedback. | Independent practice: Mark cues, dynamics, and articulations in your part. | **One-Minute Summary**: “The biggest challenge in stand tunes is…” |
| **Fri – Throw Some More & TGIF** | LT: I can perform “Throw Some More” and “TGIF” with ensemble precision and musical expression. | **Do Now**: Play favorite 4 measures from one of the tunes as warm-up. | **Worked Examples**: Teacher models expressive phrasing and cue-following. | **Socratic Seminar**: Debate — “Which is more important in performance: precision or energy?” | **Jigsaw Strategy**: Sections rehearse assigned parts of the two pieces, then teach peers. | Independent assessment: Record 8-bar excerpt and complete self-assessment checklist. | **Revisit LT**: Students rate mastery 1–4 and set weekend practice goal. |

✅ **Strategies rotate daily**: Quick Write, Reciprocal Teaching, Error Analysis, Gallery Walk, Socratic Seminar, Jigsaw.  
✅ **Literacy strategies** included: Quick Write (Mon), Reciprocal Teaching (Tue), Socratic Seminar (Fri).  
✅ **Higher-order thinking** included: Debate (Fri), peer evaluation (Thu), error correction (Wed).  
✅ Builds from **technical foundation (scale) → ensemble blend (chorales) → rhythm accuracy → performance energy → expressive ensemble review**.