**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. 22–26, 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)** |
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| **Mon – Concert Eb** | LT: I can perform Concert Eb scale with correct notes, tone, and intonation. | **Quick Write**: “Why do we warm up with scales every rehearsal?” | **Think-Aloud**: Director models Concert Eb, demonstrating tone and intonation. | **Graphic Organizer (Guided)**: Students mark fingerings/positions for scale. | **Peer Feedback with Rubric**: Partners play scale, assess tone/intonation. | Individual practice: Play Eb scale two octaves at set tempo. | **Exit Ticket**: Write 1 personal goal for Eb scale accuracy. |
| **Tue – Warm-Up Chorales** | LT: I can perform chorales with balance, blend, and phrasing. | **Do Now Listening**: Play recording of professional chorale, students notice blend. | **Demonstration**: Teacher models phrasing with breathing techniques. | **Reciprocal Teaching**: Students rotate roles (summarize, clarify, question) on phrasing concepts. | **Team Problem Solving**: Sections rehearse chorale focusing on blend, then share. | Independent practice: Mark phrasing/breaths in chorale score. | **Peer Debrief**: Turn-and-talk — “What improved in our blend today?” |
| **Wed – Rhythm Studies** | LT: I can perform rhythm studies with steady tempo and accurate subdivision. | **Anticipation Guide**: “Subdivision is only important for fast notes.” (Agree/Disagree). | **Direct Instruction (EDI)**: Teacher claps and counts subdivision examples. | **Error Analysis**: Students correct mis-counted rhythms from sample exercise. | **Collaborative Annotation**: Groups mark scores with correct counts/subdivisions. | Independent drill: Clap/play 8-bar rhythm study with metronome. | **3-2-1 Summary**: 3 things learned, 2 challenges, 1 strategy for improvement. |
| **Thu – Stand Tunes 1** | LT: I can perform Stand Tune 1 with energy, precision, and accurate cues. | **Think-Pair-Share**: “What makes a stand tune exciting for the audience?” | **Modeling with Think-Aloud**: Director demonstrates cueing, articulation, dynamics. | **Guided Practice**: Call-and-response rehearsal of tricky sections. | **Gallery Walk**: Sections perform excerpts; peers rotate to give feedback. | Independent practice: Mark cues/dynamics in part and rehearse 8 bars alone. | **One-Minute Summary**: “The biggest performance challenge today was…” |
| **Fri – Stand Tunes 2 & Review** | LT: I can perform Stand Tune 2 and review all pieces with accuracy and musical expression. | **Do Now**: Play favorite 4 measures of Stand Tune 2 as warm-up. | **Worked Examples**: Teacher reviews dynamics and phrasing for Stand Tune 2. | **Socratic Seminar**: Debate — “Which matters more in performance: precision or energy?” | **Jigsaw Strategy**: Groups rehearse Stand Tune 2 sections, then teach back. | Independent assessment: Perform/record excerpt from Stand Tune 2. | **Revisit LT**: Students rate mastery 1–4 & set personal weekend goal. |

✅ **High-Impact Strategies vary daily**: Quick Write (Mon), Reciprocal Teaching (Tue), Error Analysis (Wed), Gallery Walk (Thu), Socratic Seminar + Jigsaw (Fri).  
✅ **Literacy strategies** included: Quick Write, Reciprocal Teaching, Socratic Seminar, 3-2-1 Summary.  
✅ **Higher-order thinking** included: Debate (Fri), peer feedback (Mon/Thu), analysis of errors (Wed).  
✅ Sequence: Builds from **scale foundation → chorale blend → rhythm accuracy → stand tune performance → ensemble review**.