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

**Teacher:** Colon
**Subject:** Music Appreciation
**Course:** General Music
**Grade:** 9–12
**Date(s):** Sept. 22–26, 2025

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

* MHSMA.PR.1: Read and notate music using standard notation.
* MHSMA.RE.1: Listen to, analyze, and describe music using appropriate terminology.
* MHSMA.CN.1: Connect music concepts to performance and culture.

**Assessment:** ☑ Daily Checks ☑ Friday Rhythm Performance/Notation Quiz

| **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 – Rhythm Studies** | LT: I can define rhythm and apply it in short rhythm studies. | **Quick Write**: “How is rhythm like language?” | **Think-Aloud**: Teacher claps rhythm studies, verbalizing counts. | **Graphic Organizer (Guided)**: Students map rhythm patterns to beats. | **Jigsaw Strategy**: Groups become “experts” on different rhythm patterns and teach peers. | Worksheet drill: Clap and notate 4 rhythm examples individually. | **Exit Ticket**: Write 1 new thing learned about rhythm today. |
| **Tue – Whole Notes & Rests** | LT: I can identify and perform whole notes and whole rests. | **Do Now Listening**: Students mark where silence lasts 4 beats in a recording. | **Direct Instruction (EDI)**: Teacher demonstrates whole notes vs. whole rests with visual examples. | **Guided Practice**: Class claps/counts whole notes and rests together. | **Peer Feedback with Rubric**: Partners clap rhythms with whole notes and rests, then assess. | Independent worksheet: Write 4 measures using whole notes/rests. | **3-2-1 Summary**: 3 facts, 2 challenges, 1 question. |
| **Wed – Half Notes & Rests** | LT: I can identify and perform half notes and half rests. | **Anticipation Guide**: “Half notes always last 2 beats, no matter the time signature.” (Agree/Disagree). | **Worked Examples**: Teacher models half notes vs. whole notes. | **Reciprocal Teaching**: Students lead peers in practicing short half-note exercises. | **Team Problem Solving**: Groups create 2 measures with half notes and perform. | Independent drill: Clap/play 8-bar rhythm using half notes and rests. | **Peer Debrief**: Share one trick for counting half notes accurately. |
| **Thu – Quarter Notes & Rests** | LT: I can identify and perform quarter notes and quarter rests with steady tempo. | **Do Now**: Tap steady beat while teacher plays an excerpt. | **Modeling with Think-Aloud**: Teacher claps/counts quarter note rhythms. | **Error Analysis**: Students correct mistakes in sample quarter-note exercises. | **Collaborative Annotation**: Groups mark quarter notes and rests in a short score. | Independent drill: Clap/play 8 measures of quarter note rhythms at ♩=80. | **One-Minute Summary**: “Quarter notes are important because…” |
| **Fri – Eighth Notes & Rests** | LT: I can identify and perform eighth notes and rests with even subdivision. | **Think-Pair-Share**: “Why do eighth notes feel faster than quarter notes?” | **Demonstration**: Teacher models subdivision “1 & 2 & 3 & 4 &.” | **Guided Practice**: Call-and-response clapping with eighth-note rhythms. | **Socratic Seminar**: Debate — “What’s harder in rhythm performance: accuracy or speed?” | Independent quiz: Identify, notate, and clap 12 mixed rhythms (whole → eighth). | **Revisit LT**: Students rate mastery 1–4 and set next week’s rhythm goal. |

✅ **High-impact strategies vary daily**: Quick Write, Reciprocal Teaching, Socratic Seminar, Error Analysis, Jigsaw, Peer Feedback, Collaborative Annotation.
✅ **Literacy strategies**: Quick Write (Mon), Reciprocal Teaching (Wed), Socratic Seminar (Fri).
✅ **Higher-order thinking**: Peer evaluation (Tue), rhythm error analysis (Thu), debate (Fri).
✅ **Progression**: Builds from rhythm concept → whole → half → quarter → eighth values.