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

**Teacher:** Brandi Colon
**Subject:** Music Appreciation
**Course:** Music Appreciation
**Grade:** 9–12
**Date(s):** Sept. 2–5, 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.
* MHSMA.CN.1: Demonstrate an understanding of music in relation to history and culture.

**Assessment:** ☑ Daily Formative Checks ☑ Friday Performance Task

| **Day** | **Learning Target (LT)** | **Success Criteria 1** | **Success Criteria 2** | **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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| **Tue – Rhythm** | LT: I can define rhythm and identify it in short musical examples. | Describe rhythm as the pattern of sounds and silences. | Identify rhythm patterns in notation and recordings. | **Quick Write**: “How would you explain rhythm to someone who doesn’t play music?” | **Think-Aloud**: Teacher demonstrates rhythm vs. beat using clapping patterns. | **Guided Graphic Organizer**: Students label rhythms on the board with teacher support. | **Jigsaw Strategy**: Groups become “experts” on different rhythm patterns and present. | Practice worksheet: Clap and notate 4 rhythm examples individually. | **Exit Ticket**: Write 1 sentence defining rhythm + give an example. |
| **Wed – Beat** | LT: I can explain and demonstrate the concept of a steady beat. | Keep a steady beat through clapping or tapping. | Identify the beat in a recorded example. | **Anticipation Guide**: “The beat is the same thing as rhythm.” (Agree/Disagree) | **Demonstration**: Teacher models beat vs. rhythm with drum and clapping. | **Call & Response**: Students echo clapped beat patterns with teacher. | **Team Problem Solving**: Groups create a rhythm overlay on a steady beat. | Independent drill: Tap steady beat to 3 short recorded excerpts. | **Peer Debrief**: Share how you stayed consistent with the beat. |
| **Thu – Pulse** | LT: I can describe pulse as the recurring underlying beat in music. | Define pulse in own words. | Demonstrate pulse by clapping along to a song. | **Do Now**: Listen to a short piece, mark where the pulse is strongest. | **Worked Examples**: Teacher shows how pulse is notated in different meters. | **Reciprocal Teaching**: Students take roles (summarize, predict, clarify) to explain pulse in examples. | **Collaborative Annotation**: Groups listen to recording and mark pulse on provided score. | Write a short reflection: “How is pulse different from rhythm?” | **One-Minute Summary**: “The pulse in music is like \_\_\_\_ because \_\_\_\_.” |
| **Fri – Tempo** | LT: I can identify and compare different tempi in music. | Define tempo and list at least 3 Italian tempo terms. | Compare two pieces and describe tempo differences. | **Think-Pair-Share**: “Why does tempo matter in music performance?” | **Direct Instruction (EDI)**: Teacher explains tempo markings with examples (Allegro, Andante, Largo). | **Error Analysis**: Students correct mis-labeled tempo examples. | **Gallery Walk**: Groups rotate between tempo-marked excerpts, clap/perform at correct tempo. | Independent quiz: Match 10 musical excerpts to correct tempo marking. | **Revisit LT**: Students rate mastery 1–4 and set tempo goal for next week. |