**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. 8–12, 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 understanding of music concepts in relation to culture and performance.

**Assessment:** ☑ Daily Checks ☑ Friday Performance/Notation 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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| **Mon – Measures** | LT: I can define measures and identify their function in music notation. | Identify a measure as the space between barlines. | Explain why measures organize beats in music. | **Quick Write**: “Why do you think music needs to be divided into smaller sections?” | **Think-Aloud**: Teacher models reading music with measures vs. no measures. | **Graphic Organizer (Guided)**: Students outline measure divisions on sample score. | **Jigsaw Strategy**: Groups analyze short excerpts and mark measures, then teach peers. | Practice worksheet: Draw 8 measures in 4/4 with notes. | **Exit Ticket**: Write one sentence explaining what a measure is. |
| **Tue – Time Signatures** | LT: I can identify and interpret time signatures. | Name the top and bottom numbers in a time signature. | Apply 2/4, 3/4, and 4/4 in simple notation. | **Do Now**: Listen to a short piece; predict its time signature. | **Direct Instruction**: Teacher explains top = beats per measure, bottom = note value. | **Worked Examples**: Students solve examples together (e.g., 3/4 vs 4/4). | **Peer Feedback with Rubric**: Partners check each other’s written time signature exercises. | Worksheet: Write 4 measures each in 2/4, 3/4, 4/4. | **3-2-1 Summary**: 3 things I learned, 2 I need more practice on, 1 question. |
| **Wed – Barlines** | LT: I can recognize and use single and double barlines in notation. | Correctly place single barlines between measures. | Identify double barlines at ends of sections. | **Anticipation Guide**: “Double barlines are the same as repeat signs.” (T/F). | **Demonstration**: Teacher shows examples on staff (single vs double). | **Reciprocal Teaching**: Students rotate roles (summarizer, clarifier, questioner) using excerpts with barlines. | **Team Problem Solving**: Groups edit a mis-marked score by adding correct barlines. | Independent drill: Insert missing barlines into provided worksheet. | **Peer Debrief**: Turn-and-talk — What is the role of barlines in reading music? |
| **Thu – Repeat Signs** | LT: I can identify and perform music with repeat signs. | Recognize repeat symbols in notation. | Perform short examples with repeat signs accurately. | **Engaging Video**: Show clip of music with repeats (e.g., “Twinkle” with repeats). | **Modeling with Think-Aloud**: Teacher performs a short melody with and without repeats. | **Guided Practice with Error Analysis**: Students correct mistakes in examples with repeats. | **Collaborative Annotation**: Groups annotate scores, marking repeat sections. | Independent practice: Perform or clap rhythms with repeat signs. | **One-Minute Summary**: “Repeats are important because…” |
| **Fri – Review & Application** | LT: I can apply measures, time signatures, barlines, and repeats to read and perform music. | Identify all symbols correctly in written examples. | Perform a short exercise using correct notation. | **Think-Pair-Share**: “Which notation symbol is the most important to a performer? Why?” | **Socratic Seminar**: Class debate — “Are time signatures or barlines more essential for musicians?” | **Guided Practice**: Teacher-led run-through of mixed-notation worksheet. | **Gallery Walk**: Groups rotate and perform peers’ created 4-bar exercises with measures, barlines, and repeats. | Independent assessment: Notation quiz (mixed measures, barlines, repeats). | **Revisit LT**: Students rate mastery 1–4 & set next week’s goal. |

✅ **Variety of high-impact strategies**: Quick Write, Think-Aloud, Reciprocal Teaching, Socratic Seminar, Error Analysis, Gallery Walk, Collaborative Annotation, Peer Feedback, Jigsaw.  
✅ **Balanced literacy + higher-order thinking**: Writing reflections, peer review, seminar debate, team editing tasks.  
✅ **Daily progression** from introducing measures → building complexity with time signatures → applying notation in real performance tasks.