

Jane Macon Middle School 2023-2024 Weekly Agenda/Lesson Plan

| 8 TH GRADE | WEEK 6 | WEEK 7 | WEEK 8 | WEEK 9 | WEEK 10 | |
|-----------------------|--|---|---|---|---|--|
| Date | 9/11 – 9/15 | 9/18 – 9/22 | 9/25 – 9/29 | 10/2 – 10/6 | 10/11 – 10/13 | |
| Standard | <u>MSBB:</u> PR1, PR2, Pr3 RE1, RE2, CN1 | <u>MSBB:</u> PR1, PR2, Pr3 RE1, RE2, CN1 | <u>MSBB:</u> PR1, PR2, PR3, RE1, RE2, CN1 | <u>MSBB:</u> PR1, PR2, PR3, RE1, RE2, CN1 | <u>MSBB:</u> PR1, PR2, PR3, RE1, RE2, CN1 | |
| Learning Target: | 1.What is the correct style for playing a chorale 2. What is the correct way to breathe for playing an instrument 3. Why are long tones important? 4. What is a key signature? 5. What is legato style? | 1.What is the correct style for playing a chorale 2. What is the correct way to breathe for playing an instrument 3. Why are long tones important? 4. What is a key signature? 5. What is articulation? | 1.What is the correct style for playing a chorale 2. What is the correct way to breathe for playing an instrument 3. Why are long tones important? 4. What is a key signature? 5. What is articulation? | What is the correct style for playing a chorale What is the correct way to breathe for playing an instrument Why are long tones important? What is a key signature? What is articulation? | 1.What is the correct style for playing a chorale 2. What is the correct way to breathe for playing an instrument 3. Why are long tones important? 4. What is a key signature? 5. What is articulation? | |
| Success Criteria: | I can describe what the correct style for playing a chorale is I can take a proper breath to play an instrument I can identify why long tones are important I can identify what a key signature is I can describe what a | I can describe what the correct style for playing a chorale is I can take a proper breath to play an instrument I can identify why long tones are important I can identify what a key signature is I can describe various | I can describe what the correct style for playing a chorale is I can take a proper breath to play an instrument I can identify why long tones are important I can identify what a key signature is I can describe various | I can describe what the correct style for playing a chorale is I can take a proper breath to play an instrument I can identify why long tones are important I can identify what a key signature is I can describe various | I can describe what the correct style for playing a chorale is I can take a proper breath to play an instrument I can identify why long tones are important I can identify what a key signature is I can describe various | |



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| | legato style is | articulat | tions | articulations | | articulations | | articulations |
|--|---|---|---|-----------------------|---|--|--|--|
| Activity(ies)/ Assignment s | | | Essential Elements 2 Eagle Pride tunes 36 Chorales At the Feast of | | Scales Count/clap rhythms Essential Elements 2 Eagle Pride tunes 36 Chorales At the Feast of Stephen | | hms ents 2 ies | Scales Count/clap rhythms Essential Elements 2 Foundations for Superior Performance 36 Chorales At the Feast of Stephen Sightreading |
| Objectives | Rehearsal etiquette, breathing, posture, pla long tones, mini scale Concert Eb | ay bre s, play | hearsal etiquette, eathing, posture, y long tones, mini ales, Concert Eb | breathing | tones, mini | Rehearsal etiq breathing, post play long tones scales, Concer | ture, s, mini | Rehearsal etiquette, breathing, posture, play long tones, mini scales, Concert Ab |
| Evaluation | Teacher Evaluation, participation evaluatio Progress Chart System | n, par m eva | acher Evaluation, rticipation aluation, Progress art System | participati | , Progress | Teacher Evaluation participation evaluation, Pro Chart System | | Teacher Evaluation, participation evaluation, Progress Chart System |
| Differentiation [Macro to Micro] - Division of clef rea section of instrumen division among stud within respective sections, Progress 0 System (individual student) | | ers, - Di , rea nts inst am art res Pro Sys | readers, section of instruments, division among students within | | Micro] of clef ection of ts, division udents withir sections, Chart ndividual | [Macro to Micro - Division of cle readers, sectio instruments, di among student respective sect Progress Char System (indivic student) | ef on of ivision ts within tions, t | [Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart System (individual student) |
| Announcemer | nts | | ndraiser | student) Fundraise | r | | | |