



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

7 TH GRADE	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
Date	10/16 – 10/20	10/23 – 10/27	10/30 – 11/3	11/6 – 11/10	11/13 – 11/17
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 counting style for eighth note rhythms? 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 are enharmonic notes?	1. What is a chromatic scale? 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 are enharmonic notes?			
Success Criteria:	<ul style="list-style-type: none"> - I can execute proper counting for eighth note rhythms - 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 	<ul style="list-style-type: none"> - I can show what a chromatic scale 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 an 			



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	- I can describe an enharmonic note is	enharmonic note is			
Activity(ies)/ Assignments	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1 - At the Feast of Stephen - Sightreading	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1 - At the Feast of Stephen - Sightreading			
Objectives	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, play instrument appropriate scale in whole notes, play with balance and blend	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, play instrument appropriate scale in whole notes, play with balance and blend			
Evaluation	Teacher Evaluation, participation evaluation, progress chart system	Teacher Evaluation, participation evaluation, progress chart system	Teacher Evaluation, participation evaluation, progress chart system	Teacher Evaluation, participation evaluation, progress chart system	Teacher Evaluation, participation evaluation, progress chart system
Differentiation	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart System (individual student)	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart System (individual student)	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart System (individual student)	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart System (individual student)	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart System (individual student)



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Announcements					
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