



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

7 <sup>TH</sup> 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	10/9 – 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 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 is a fortepiano and how do you execute one correctly on your instrument?	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 is a fortepiano and how do you execute one correctly on your instrument?	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 is a fortepiano and how do you execute one correctly on your instrument?	
Success Criteria:	<ul style="list-style-type: none"> <li>- I can describe what the correct style for playing a chorale is</li> <li>- I can take a proper breath to play an instrument</li> <li>- I can identify why long tones are important</li> </ul>	<ul style="list-style-type: none"> <li>- I can execute proper counting for eighth note rhythms</li> <li>- I can take a proper breath to play an instrument</li> <li>- I can identify why long tones are important</li> </ul>	<ul style="list-style-type: none"> <li>- I can execute proper counting for eighth note rhythms</li> <li>- I can take a proper breath to play an instrument</li> <li>- I can identify why long tones are important</li> </ul>	<ul style="list-style-type: none"> <li>- I can execute proper counting for eighth note rhythms</li> <li>- I can take a proper breath to play an instrument</li> <li>- I can identify why long tones are important</li> </ul>	



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	- I can identify what a key signature is - I can describe what a legato style is	- I can identify what a key signature is - I can describe and properly perform a fortepiano	- I can identify what a key signature is - I can describe and properly perform a fortepiano	- I can identify what a key signature is - I can describe and properly perform a fortepiano	
Activity(ies)/ Assignments	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1 - At the Feast of Stephen	
Objectives	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, play instrument appropriate scale in whole notes	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, play instrument appropriate scale in whole notes	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, play instrument appropriate scale in whole notes	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, play instrument appropriate scale in whole notes	
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	
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)	



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Announcements	Fundraiser	Fundraiser			
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