



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

8 <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 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?	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:	<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> <li>- I can identify what a key signature is</li> <li>- I can describe what a</li> </ul>	<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> <li>- I can identify what a key signature is</li> <li>- I can describe various</li> </ul>	<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> <li>- I can identify what a key signature is</li> <li>- I can describe various</li> </ul>	<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> <li>- I can identify what a key signature is</li> <li>- I can describe various</li> </ul>	



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	legato style is	articulations	articulations	articulations	
Activity(ies)/ Assignments	<ul style="list-style-type: none"> <li>- Scales</li> <li>- Count/clap rhythms</li> <li>- Essential Elements 2</li> <li>- Eagle Pride tunes</li> <li>- 36 Chorales</li> <li>- At the Feast of Stephen</li> </ul>	<ul style="list-style-type: none"> <li>- Scales</li> <li>- Count/clap rhythms</li> <li>- Essential Elements 2</li> <li>- Eagle Pride tunes</li> <li>- 36 Chorales</li> <li>- At the Feast of Stephen</li> </ul>	<ul style="list-style-type: none"> <li>- Scales</li> <li>- Count/clap rhythms</li> <li>- Essential Elements 2</li> <li>- Eagle Pride tunes</li> <li>- 36 Chorales</li> <li>- At the Feast of Stephen</li> </ul>	<ul style="list-style-type: none"> <li>- Scales</li> <li>- Count/clap rhythms</li> <li>- Essential Elements 2</li> <li>- Eagle Pride tunes</li> <li>- 36 Chorales</li> <li>- At the Feast of Stephen</li> </ul>	
Objectives	Rehearsal etiquette, breathing, posture, play long tones, mini scales, Concert Eb	Rehearsal etiquette, breathing, posture, play long tones, mini scales, Concert Eb	Rehearsal etiquette, breathing, posture, play long tones, mini scales, Concert Ab	Rehearsal etiquette, breathing, posture, play long tones, mini scales, Concert Ab	
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)	
Announcements		Fundraiser	Fundraiser		