



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

6 TH GRADE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Date	1/3 – 1/5	1/8 – 1/12	1/16 – 1/19	1/22 – 1/26	1/29 – 2/2
Standard	<u>MSBB</u> : PR1, RE1, RE2, CN1	<u>MSBB</u> : PR1, RE1, RE2, CN1	<u>MSBB</u> : PR1, RE1, RE2, CN1	<u>MSBB</u> : PR1, RE1, RE2, CN1	<u>MSBB</u> : PR1, RE1, RE2, CN1
Learning Target:	1. What is the correct posture for playing an instrument? 2. What is the correct way to breathe for playing an instrument? 3. What is pulse?	1. What instrument(s) do I want to try out for? 2. What is the correct posture for playing an instrument? 3. What is the correct way to breathe for playing an instrument? 4. What is pulse? 5. What is rhythm?	1. What is the correct posture for playing an instrument? 2. What is the correct way to breathe for playing an instrument? 3. What is pulse? 4. What is a music staff? 5. What is a rest?	1. What is the correct posture for playing an instrument? 2. What is the correct way to breathe for playing an instrument? 3. What is pulse? 4. What is a music staff? 5. What is a rest?	1. What is the correct posture for playing an instrument? 2. What is the correct way to breathe for playing an instrument? 3. What is a fingering chart? 4. What is a time signature 5. What is a measure? 6. What is a rest?
Success Criteria:	<ul style="list-style-type: none"> - I can sit in perfect playing posture - I can take a proper breath to play an instrument - I can keep and external and internal pulse 	<ul style="list-style-type: none"> - I can identify the various instruments in band - I can identify the facets of perfect playing posture - I can keep pulse - I can identify, count, and clap rhythms 	<ul style="list-style-type: none"> - I can identify the facets of perfect playing posture - I can keep pulse - I can identify, count, and clap rhythms - I can identify the notes on the staff 	<ul style="list-style-type: none"> - I can identify the facets of perfect playing posture - I can keep pulse - I can identify, count, and clap rhythms - I can identify the notes on the staff 	<ul style="list-style-type: none"> - I can identify the facets of perfect playing posture - I can correctly breathe to play my instrument - I can identify and find the fingering chart in my book - I can identify time signatures



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					- I can identify what a measure is
Activity(ies)/ Assignment with Text and/or Links:	- Introduction Activity - Handbook Overview - Listen/View Band Performances - Progress Chart Explanation	- Breathing exercises - Rhythm tree - Instrument auditions	- Staff worksheets - Rhythm tree - Pulse exercises	- How to put together your instrument - Making sounds on the "mini" instrument	- Making sounds on the "mini" instrument - Learning new notes - Playing various rhythms
Objectives	- Band room etiquette, breathing, posture, keep an internal and external pulse	- Rehearsal etiquette, breathing, posture, keep an internal and external pulse, count and clap system	- Rehearsal etiquette, breathing, posture, keep an external and internal pulse, count and clap system, care and maintain instrument, hold instrument properly, make correct sound on mini instrument, name notes, basic time signature, bar lines	- Rehearsal etiquette, breathing, posture, keep an external and internal pulse, count and clap system, care and maintain instrument, hold instrument properly, make correct sound on mini instrument, name notes, basic time signature, bar lines	- Rehearsal etiquette, breathing, posture, keep an external and internal pulse, count and clap system, care and maintain instrument, hold instrument properly, make correct sound on mini instrument, name notes, basic time signature, bar lines, first lies in EE book
Evaluation	Teacher Evaluation	Teacher Evaluation, Participation Evaluation	Teacher Evaluation, Participation Evaluation	Teacher Evaluation, Participation Evaluation	Teacher Evaluation, Participation Evaluation, Progress Chart System
Differentiation	Progress Chart System	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart



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		System (individual student)	System (individual student)	System (individual student)	System (individual student)
Announcements	Finish going over band handbook, forms and fees	Collect forms and fees, instrument storage procedure	Collect forms and fees, when to bring instruments and books	Label Books	Label Books