



Jane Macon Middle School 2024-2025
Weekly Agenda/Lesson Plan

7 TH GRADE	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
Date	10/15 – 10/18	10/21 – 10/25	10/28 – 11/1	11/5 – 11/8	11/12 – 11/15
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?	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?	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?	1. What is a chromatic scale? 2. What is a staccato? 3. What is concert etiquette? 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 	<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 	<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 	<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 what a legato style is - I can describe an enharmonic note is	enharmonic note is	enharmonic note is	enharmonic note is	enharmonic note is
Activity(ies)/ Assignments	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1 - Foundations for Superior Performance - New Horizons - Sleigh Ride	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1 - Foundations for Superior Performance - New Horizons - Sleigh Ride	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1 - Foundations for Superior Performance - New Horizons - Sleigh Ride	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1 - Foundations for Superior Performance - New Horizons - Sleigh Ride	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1 - Foundations for Superior Performance - New Horizons - Sleigh Ride
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	- 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	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	[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)	System (individual student)
Announcements	Fundraiser Due		Winter Concert 12/17	Winter Concert 12/17	Winter Concert 12/17