



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

8 <sup>TH</sup> GRADE	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
Date	10/15 – 10/18	10/21 – 10/25	10/28 – 11/1	11/4 – 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 style for playing a chorale 2. What is the correct way to breathe for playing an instrument 3. What are enharmonic notes 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. What are enharmonic notes 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. What are enharmonic notes 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. What are enharmonic notes 4. What is a key signature? 5. What is articulation?	1. What is the correct style for playing a chorale 2. What is concert etiquette? 3. What are enharmonic notes 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 describe what an enharmonic note is</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 describe what an enharmonic note is</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 describe what an enharmonic note is</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 describe what an enharmonic note is</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 describe proper concert etiquette</li> <li>- I can describe what an enharmonic note is</li> <li>- I can identify what a key signature is</li> <li>- I can describe various articulations</li> </ul>



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	articulations	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>- FSP</li> <li>- 36 Chorales</li> <li>- New Horizons</li> <li>- Sleigh Ride</li> <li>- A Starlit Night</li> </ul>	<ul style="list-style-type: none"> <li>- Scales</li> <li>- Count/clap rhythms</li> <li>- Essential Elements 2</li> <li>- FSP</li> <li>- 36 Chorales</li> <li>- New Horizons</li> <li>- Sleigh Ride</li> <li>- A Starlit Night</li> </ul>	<ul style="list-style-type: none"> <li>- Scales</li> <li>- Count/clap rhythms</li> <li>- Essential Elements 2</li> <li>- FSP</li> <li>- 36 Chorales</li> <li>- New Horizons</li> <li>- Sleigh Ride</li> <li>- A Starlit Night</li> </ul>	<ul style="list-style-type: none"> <li>- Scales</li> <li>- Count/clap rhythms</li> <li>- Essential Elements 2</li> <li>- FSP</li> <li>- 36 Chorales</li> <li>- New Horizons</li> <li>- Sleigh Ride</li> <li>- A Starlit Night</li> </ul>	<ul style="list-style-type: none"> <li>- Scales</li> <li>- Count/clap rhythms</li> <li>- Essential Elements 2</li> <li>- Foundations for Superior Performance</li> <li>- 36 Chorales</li> <li>- New Horizons</li> <li>- Sleigh Ride</li> <li>- A Starlit Night</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	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	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)
Announcements	Fundraiser Due		Winter Concert 12/17	Winter Concert 12/17	Winter Concert 12/17