



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

6 TH GRADE	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
Date	3/11 – 3/15	3/18 – 3/22	3/25 – 3/29	4/8 – 4/12	4/15 – 4/19
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 a chorale? 2. What is a time signature? 3. What is a key signature? 4. What is a dotted half note?	1. What is a chorale? 2. What is a time signature? 3. What is a key signature? 4. What is a dotted quarter note?	1. What is a chorale? 2. What is a time signature? 3. What is a key signature? 4. What is a dotted quarter note?	1. What is a chorale? 2. What is a time signature? 3. What is a key signature? 4. What is a dotted quarter note? 5. What is sightreading?	1. What is a chorale? 2. What is a time signature? 3. What is a key signature? 4. What is a dotted quarter note? 5. What is sightreading?
Success Criteria:	<ul style="list-style-type: none"> - I can describe a chorale. - I can discuss what a key signature is. - I can identify a dotted half note. 	<ul style="list-style-type: none"> - I can describe a chorale. - I can discuss what a key signature is. - I can identify a dotted half note. - I can identify a dotted quarter note. 	<ul style="list-style-type: none"> - I can describe a chorale. - I can discuss what a key signature is. - I can identify a dotted half note. - I can identify a dotted quarter note. 	<ul style="list-style-type: none"> - I can describe a chorale. - I can discuss what a key signature is. - I can identify a dotted half note. - I can identify a dotted quarter note. - I can discuss sightreading. 	<ul style="list-style-type: none"> - I can describe a chorale. - I can discuss what a key signature is. - I can identify a dotted half note. - I can identify a dotted quarter note. I can discuss sightreading
Activity(ies)/ Assignment	- Continue learning notes	- Continue learning notes	- Continue learning notes	- Continue learning notes	- Continue learning notes



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with Text and/or Links:	- Play notes within the context of rhythms - EE1 - Shine, Supercalifragilisticexpial idocious	- Play notes within the context of rhythms - EE1 - Shine, Supercalifragilisticexpial idocious	- Play notes within the context of rhythms - EE1 - Shine, Supercalifragilisticexpial idocious, Jurassic Park	- Play notes within the context of rhythms - EE1 - Shine, Supercalifragilisticexpial idocious, Jurassic Park	- Play notes within the context of rhythms - EE1 - Shine, Supercalifragilisticexpial idocious, Jurassic Park
Objectives	- Rehearsal etiquette, breathing, posture, keep an external and internal pulse, count and clap system, care and maintain instrument, hold instrument properly, name notes, basic time signature, bar lines, eighth, quarter, half, and whole notes and rests, dotted half notes (rhythm counting), blending sounds, counting ties, pick up notes, playing chorales, concert music, play with balance	- Rehearsal etiquette, breathing, posture, keep an external and internal pulse, count and clap system, care and maintain instrument, hold instrument properly, name notes, basic time signature, bar lines, eighth, quarter, half, and whole notes and rests, dotted half notes (rhythm counting), blending sounds, counting ties, pick up notes, playing chorales, concert music, play with balance	- Rehearsal etiquette, breathing, posture, keep an external and internal pulse, count and clap system, care and maintain instrument, hold instrument properly, name notes, basic time signature, bar lines, eighth, quarter, half, and whole notes and rests, dotted half notes (rhythm counting), blending sounds, counting ties, pick up notes, playing chorales, concert music, play with balance	- Rehearsal etiquette, breathing, posture, keep an external and internal pulse, count and clap system, care and maintain instrument, hold instrument properly, name notes, basic time signature, bar lines, eighth, quarter, half, and whole notes and rests, dotted half notes (rhythm counting), blending sounds, counting ties, pick up notes, playing chorales, concert music, play with balance	- Rehearsal etiquette, breathing, posture, keep an external and internal pulse, count and clap system, care and maintain instrument, hold instrument properly, name notes, basic time signature, bar lines, eighth, quarter, half, and whole notes and rests, dotted half notes (rhythm counting), blending sounds, counting ties, pick up notes, playing chorales, concert music, play with balance
Evaluation	Teacher Evaluation, Participation Evaluation	Teacher Evaluation, Participation Evaluation	Teacher Evaluation, Participation Evaluation	Teacher Evaluation, Participation Evaluation	Teacher Evaluation, Participation Evaluation, Progress Chart System
Differentiation	[Macro to Micro] - Division of clef readers, section of instruments, division	[Macro to Micro] - Division of clef readers, section of instruments, division	[Macro to Micro] - Division of clef readers, section of instruments, division	[Macro to Micro] - Division of clef readers, section of instruments, division	[Macro to Micro] - Division of clef readers, section of instruments, division



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	among students within respective sections, Progress Chart System (individual student)	among students within respective sections, Progress Chart System (individual student)	among students within respective sections, Progress Chart System (individual student)	among students within respective sections, Progress Chart System (individual student)	among students within respective sections, Progress Chart System (individual student)
Announcements					