



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

| 6 <sup>TH</sup> 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 half note?<br>2. What is a fingering chart?<br>3. What is a time signature?<br>4. What is a key signature?<br>5. What is a whole note?   | 1. What is an eighth note?<br>2. What is a fingering chart?<br>3. What is a time signature?<br>4. What is a key signature?<br>5. What is a whole note?  | 1. What is an eighth note?<br>2. What is a fingering chart?<br>3. What is a time signature?<br>4. What is a key signature?<br>5. What is a whole note?  | 1. What is an eighth note?<br>2. What is a fingering chart?<br>3. What is a time signature?<br>4. What is a key signature?<br>5. What is a dotted half note?  | 1. What is an eighth note?<br>2. What is concert etiquette?<br>3. What is a time signature?<br>4. What is a key signature?<br>5. What is a dotted half note?   |
| Success Criteria:     | <ul style="list-style-type: none"> <li>- I can identify what a quarter note is</li> <li>- I can discuss what a fingering chart is</li> <li>- I can identify what a time signature is</li> <li>- I can discuss what a key signature is</li> <li>- I can identify what a whole note is</li> </ul> | <ul style="list-style-type: none"> <li>- I can identify what an eighth note is</li> <li>- I can discuss what a fingering chart is</li> <li>- I can identify what a time signature is</li> <li>- I can discuss what a key signature is</li> <li>- I can identify what a whole note is</li> </ul> | <ul style="list-style-type: none"> <li>- I can identify what an eighth note is</li> <li>- I can discuss what a fingering chart is</li> <li>- I can identify what a time signature is</li> <li>- I can discuss what a key signature is</li> <li>- I can identify what a whole note is</li> </ul> | <ul style="list-style-type: none"> <li>- I can identify what an eighth note is</li> <li>- I can discuss what a fingering chart is</li> <li>- I can identify what a time signature is</li> <li>- I can discuss what a key signature is</li> <li>- I can identify what a dotted half note is</li> </ul> | <ul style="list-style-type: none"> <li>- I can identify what an eighth note is</li> <li>- I can discuss what proper concert etiquette is</li> <li>- I can identify what a time signature is</li> <li>- I can discuss what a key signature is</li> <li>- I can identify what a dotted half note is</li> </ul> |



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

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Activity(ies)/<br>Assignment<br>with Text<br>and/or<br>Links: | - Continue learning notes<br>- Play notes within the context of rhythms<br>- EE1<br>- Shine   | - Continue learning notes<br>- Play notes within the context of rhythms<br>- EE1<br>- Shine,<br>Supercalifragilisticexpial idocious   | - Continue learning notes<br>- Play notes within the context of rhythms<br>- EE1<br>- Shine,<br>Supercalifragilisticexpial idocious   | - Continue learning notes<br>- Play notes within the context of rhythms<br>- EE1<br>- Shine,<br>Supercalifragilisticexpial idocious, Jurassic Park  | - Continue learning notes<br>- Play notes within the context of rhythms<br>- EE1<br>- Shine,<br>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, make correct sound on mini instrument, name notes, basic time signature, bar lines, quarter, half, and whole notes and rests, first lines in EE book | - 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, quarter, half, whole, eighth notes and rests, lines in EE book | - 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, quarter, half, whole, eighth notes and rests, lines in EE book | - 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, quarter, half, whole, eighth notes and rests, lines in EE book | - 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, quarter, half, whole, eighth notes and rests, lines in EE book |
| 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]<br>- Division of clef readers, section of instruments, division among students   | [Macro to Micro]<br>- Division of clef readers, section of instruments, division  | [Macro to Micro]<br>- Division of clef readers, section of instruments, division  | [Macro to Micro]<br>- Division of clef readers, section of instruments, division  | [Macro to Micro]<br>- Division of clef readers, section of instruments, division  |



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

|               | 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 |  |   |   |   |   |