



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

8 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, 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 a staccato, marcato and tenuto? 2. What is a chorale? 3. What is tuning? 4. What is articulation	1. What is a staccato, marcato and tenuto? 2. What is a chorale? 3. What is tuning? 4. What is articulation	1. What is a staccato, marcato and tenuto? 2. What is a chorale? 3. What is tuning? 4. What is articulation	1. What is a staccato, marcato and tenuto? 2. What is a chorale? 3. What is tuning? 4. What is articulation	1. What is a staccato, marcato and tenuto? 2. What is a chorale? 3. What is tuning? 4. What is articulation
Success Criteria:	<ul style="list-style-type: none"> - I can describe a staccato, marcato, and tenuto is - I can discuss what a chorale is - I can describe what tuning is - I can describe what articulation is 	<ul style="list-style-type: none"> - I can describe a staccato, marcato, and tenuto is - I can discuss what a chorale is - I can describe what tuning is - I can describe what articulation is 	<ul style="list-style-type: none"> - I can describe a staccato, marcato, and tenuto is - I can discuss what a chorale is - I can describe what tuning is - I can describe what articulation is 	<ul style="list-style-type: none"> - I can describe a staccato, marcato, and tenuto is - I can discuss what a chorale is - I can describe what tuning is - I can describe what articulation is 	<ul style="list-style-type: none"> - I can describe a staccato, marcato, and tenuto is - I can discuss what a chorale is - I can describe what tuning is - I can describe what articulation is
Activity(ies)/ Assignment with Text and/or Links:	<ul style="list-style-type: none"> - Count/Clap rhythms - Long tones - Scales - Essential Elements Book 2 - Foundations for 	<ul style="list-style-type: none"> - Count/Clap rhythms - Long tones - Scales - Essential Elements Book 2 - Foundations for 	<ul style="list-style-type: none"> - Count/Clap rhythms - Long tones - Scales - Essential Elements Book 2 - Foundations for 	<ul style="list-style-type: none"> - Count/Clap rhythms - Long tones - Scales - Essential Elements Book 2 - Foundations for 	<ul style="list-style-type: none"> - Count/Clap rhythms - Long tones - Scales - Essential Elements Book 2 - Foundations for



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	Superior Performance - How to Train Your Dragon - Arabian Dances	Superior Performance - How to Train Your Dragon - Arabian Dances	Superior Performance - How to Train Your Dragon - Arabian Dances	Superior Performance - How to Train Your Dragon - Arabian Dances	Superior Performance - How to Train Your Dragon - Arabian Dances
Objectives	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, count and clap simple dotted rhythms, play scales, play with balance and blend, staccato articulation	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, count and clap simple dotted rhythms, play scales, play with balance and blend, staccato articulation	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, count and clap simple dotted rhythms, play scales, play with balance and blend, staccato articulation	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, count and clap simple dotted rhythms, play scales, play with balance and blend, staccato articulation	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, count and clap simple dotted rhythms, play scales, play with balance and blend, staccato articulation
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					