



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

6 <sup>TH</sup> GRADE	WEEK 16	WEEK 17	WEEK 18	WEEK 19	WEEK 20
Date	4/22 – 4/26	4/29 – 5/3	5/6 – 5/10	5/13 – 5/17	5/20 – 5/24
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 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?	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?	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"> <li>- I can describe a chorale.</li> <li>- I can discuss what a key signature is.</li> <li>- I can identify a dotted half note.</li> <li>- I can identify a dotted quarter note.</li> <li>I can discuss sightreading</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe a chorale.</li> <li>- I can discuss what a key signature is.</li> <li>- I can identify a dotted half note.</li> <li>- I can identify a dotted quarter note.</li> <li>I can discuss sightreading</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe a chorale.</li> <li>- I can discuss what a key signature is.</li> <li>- I can identify a dotted half note.</li> <li>- I can identify a dotted quarter note.</li> <li>I can discuss sightreading</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe a chorale.</li> <li>- I can discuss what a key signature is.</li> <li>- I can identify a dotted half note.</li> <li>- I can identify a dotted quarter note.</li> <li>- I can discuss sightreading.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe a chorale.</li> <li>- I can discuss what a key signature is.</li> <li>- I can identify a dotted half note.</li> <li>- I can identify a dotted quarter note.</li> <li>I can discuss sightreading</li> </ul>
Activity(ies)/	- Continue learning	- Continue learning	- Continue learning	- Continue learning	- Continue learning



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<p>Assignment with Text and/or Links:</p>	<p>notes          - Play notes within the context of rhythms          - EE1          - Shine,          Supercalifragilisticexpial idocious, Jurassic Park</p>	<p>notes          - Play notes within the context of rhythms          - EE1          - Shine,          Supercalifragilisticexpial idocious, Jurassic Park</p>	<p>notes          - Play notes within the context of rhythms          - EE1          - Shine,          Supercalifragilisticexpial idocious, Jurassic Park</p>	<p>notes          - Play notes within the context of rhythms          - EE1          - Shine,          Supercalifragilisticexpial idocious, Jurassic Park</p>	<p>notes          - Play notes within the context of rhythms          - EE1          - Sight Reading</p>
<p>Objectives</p>	<p>- 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</p>	<p>- 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</p>	<p>- 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</p>	<p>- 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</p>	<p>- 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</p>
<p>Evaluation</p>	<p>Teacher Evaluation, Participation Evaluation</p>	<p>Teacher Evaluation, Participation Evaluation</p>	<p>Teacher Evaluation, Participation Evaluation</p>	<p>Teacher Evaluation, Participation Evaluation</p>	<p>Teacher Evaluation, Participation Evaluation, Progress Chart System</p>



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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	Concert Soon	Concert Soon	Concert Next Week	Concert Week	School Owned Instrument Return