



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

7 <sup>TH</sup> GRADE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Date	8/8 - 8/9	8/12 – 8/16	8/19 – 8/23	8/26 – 8/30	9/2 – 9/6
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 posture for playing an instrument? 2. What is the correct way to breathe for playing an instrument? 3. Why are long tones important?	1. What is the correct posture for playing an instrument? 2. What is the correct way to breathe for playing an instrument? 3. Why are long tones important? 4. What is rhythm?	1. What is the correct posture for playing an instrument? 2. What is the correct way to breathe for playing an instrument? 3. Why are long tones important? 4. What is a scale? 5. What is an arpeggio?	1. What is the correct posture for playing an instrument? 2. What is the correct way to breathe for playing an instrument? 3. Why are long tones important? 4. What are dynamics?	1. What is the correct posture for playing an instrument? 2. What is the correct way to breathe for playing an instrument? 3. Why are long tones important? 4. What is a key signature 5. What is legato style?
Success Criteria:	<ul style="list-style-type: none"> <li>- I can sit in perfect playing posture</li> <li>- I can take a proper breath to play an instrument</li> <li>- I can identify why long tones are important</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify the facets of perfect playing posture</li> <li>- I can take a proper breath to play an instrument</li> <li>- I can identify why long tones are important</li> <li>- I can describe what rhythm is</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify the facets of perfect playing posture</li> <li>- I can take a proper breath to play an instrument</li> <li>- I can identify why long tones are important</li> <li>- I can describe what a scale is</li> <li>- I can describe what an</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify the facets of perfect playing posture</li> <li>- I can take a proper breath to play an instrument</li> <li>- I can identify why long tones are important</li> <li>- I can describe what different dynamics are</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify the facets of perfect playing posture</li> <li>- I can take a proper breath to play an instrument</li> <li>- I can identify why long tones are important</li> <li>- I can identify what a key signature is</li> <li>- I can describe what</li> </ul>



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			arpeggio is		legato style is
Activity(ies)/ Assignments	- Introduction Activity - Handbook Overview - Listen/View Band Performances	- Count/clap rhythms - Long tones - Scales - Essential Elements Book 1	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1	- Count/Clap rhythms - Long tones - Scales - Essential Elements Book 1
Objectives	- Band room etiquette, breathing, posture	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, count/clap various rhythms, play instrument appropriate scale in whole notes, continue 6 <sup>th</sup> grade refresher	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, play instrument appropriate scale in whole notes	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, play instrument appropriate scale in whole notes	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, play instrument appropriate scale in whole notes
Evaluation	Teacher 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
Differentiation	Progress Chart System	[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	Finish going over band handbook, forms and fees, instrument storage,	Collect forms and fees, distribute books, GMEA All State and	Collect forms and fees, distribute books,	GMEA All State and DHB material	GMEA All State and DHB material



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		DHB material (gmea.org)	GMEA All State and DHB material		
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