



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

8 <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 and lip slurs 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 and lip slurs important? 4. What is a scale	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 and lip slurs important? 4. What is a key signature? 5. What is articulation?	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 and lip slurs important? 4. What is a key signature? 5. What is articulation?	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 articulation
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 and lip slurs 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 and lip slurs are important</li> <li>- I can describe what a</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 and lip slurs are important</li> <li>- I can describe what a</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 and lip slurs are important</li> <li>- I can describe what a</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 key signature is</li> </ul>



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		scale is	key signature is - I can discuss what various articulations are	key signature is - I can discuss what various articulations are	- I can describe various articulations
Activity(ies)/ Assignments	- Introduction Activity - Handbook Overview - Listen/View Band Performances - Progress Chart Explanation	- Long tones - Lip slurs - Scales - Count/clap rhythms - Performance Unit – Concert Bb	- Scales - Count/clap rhythms - FSP - Essential Elements 2	- Scales - Count/clap rhythms - Essential Elements 2 - FSP	- Scales - Count/clap rhythms - Essential Elements 2 - FSP - 36 Chorales
Objectives	- Band room etiquette, breathing, posture	- Rehearsal etiquette, breathing, posture, play long tones for 20 seconds,	Rehearsal etiquette, breathing, posture, play long tones for 20 seconds	Rehearsal etiquette, breathing, posture, play long tones for 20 seconds	Rehearsal etiquette, breathing, posture, play long tones, mini scales, Concert F
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	Collect forms and fees, distribute books, GMEA All State and DHB material (gmea.org)	Collect forms and fees, distribute books, GMEA All State and DHB material	GMEA All State and DHB material	GMEA All State and DHB material