



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

6 <sup>TH</sup> GRADE	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Date	9/9 - 9/13	9/16 – 9/20	9/23 – 9/27	9/30 – 10/4	10/7 – 10/11
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 quarter note? 2. What is a fingering chart? 3. What is a time signature? 4. What is a measure? 5. What is a rest?	1. What is a half note? 2. What is a fingering chart? 3. What is a time signature? 4. What is a measure? 5. What is a whole note?	1. What is a half note? 2. What is a fingering chart? 3. What is a time signature? 4. What is a measure? 5. What is a whole note?	1. What is a half note? 2. What is a fingering chart? 3. What is a time signature? 4. What is a measure? 5. What is a whole note?	1. What is a half note? 2. What is a fingering chart? 3. What is a time signature? 4. What is a measure? 5. What is a whole 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 measure is</li> <li>- I can identify various rests</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify what a half 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 measure is</li> <li>- I can identify what a whole note is</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify what a half 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 measure is</li> <li>- I can identify what a whole note is</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify what a half 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 measure is</li> <li>- I can identify what a whole note is</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify what a half 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 measure is</li> <li>- I can identify what a whole note is</li> </ul>
Activity(ies)/ Assignment	- Continue learning notes	- Continue learning notes	- Continue learning notes	- Continue learning notes	- Continue learning notes



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with Text and/or Links:	- Play notes within the context of rhythms - EE1	- Play notes within the context of rhythms - EE1	- Play notes within the context of rhythms - EE1	- Play notes within the context of rhythms - EE1	- Play notes within the context of rhythms - EE1
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, 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, 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, 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, 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, and whole notes and rests, first 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] - 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)



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Announcements	Shirt/book fees, label books	Fundraiser			
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