



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

6 TH GRADE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Date	1/8- 1/10	1/13 – 1/17	1/21 – 1/24	1/27 – 1/31	2/3 – 2/7
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 an eighth note? 2. What is a chorale? 3. What is a time signature? 4. What is a key signature? 5. What is a dotted half note?	1. What is an eighth note? 2. What is a chorale? 3. What is a time signature? 4. What is a key signature? 5. What is a dotted half note?	1. What is an eighth note? 2. What is a chorale? 3. What is a time signature? 4. What is a key signature? 5. What is a dotted half note?	1. What is an eighth note? 2. What is a chorale? 3. What is a time signature? 4. What is a key signature? 5. What is a dotted half note?	1. What is an eighth note? 2. What is a chorale? 3. What is a time signature? 4. What is a key signature? 5. What is a dotted half note?
Success Criteria:	<ul style="list-style-type: none"> - I can identify an eighth note. - I can describe a chorale. - I can discuss what a key signature is. - I can identify a dotted half note. 	<ul style="list-style-type: none"> - I can identify an eighth note. - I can describe a chorale. - I can discuss what a key signature is. - I can identify a dotted half note. 	<ul style="list-style-type: none"> - I can identify an eighth note. - I can describe a chorale. - I can discuss what a key signature is. - I can identify a dotted half note. 	<ul style="list-style-type: none"> - I can identify an eighth note. - I can describe a chorale. - I can discuss what a key signature is. - I can identify a dotted half note. 	<ul style="list-style-type: none"> - I can identify an eighth note. - I can describe a chorale. - I can discuss what a key signature is. - I can identify a dotted half note.
Activity(ies)/ Assignment with Text	<ul style="list-style-type: none"> - Continue learning notes - Play notes within the 	<ul style="list-style-type: none"> - Continue learning notes - Play notes within the 	<ul style="list-style-type: none"> - Continue learning notes - Play notes within the 	<ul style="list-style-type: none"> - Continue learning notes - Play notes within the 	<ul style="list-style-type: none"> - Continue learning notes - Play notes within the



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and/or Links:	context of rhythms - EE1	context of rhythms - EE1	context of rhythms - EE1	context of rhythms - EE1	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, 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	- 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	- 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	- 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	- 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
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	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart	Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart	Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections, Progress Chart



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	System (individual student)	System (individual student)	System (individual student)	System (individual student)	System (individual student)
Announcements					