



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

8 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, 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 style for playing a chorale? 2. What is concert etiquette? 3. What are enharmonic notes? 4. What is a key signature? 5. What is articulation?	1. What is the correct style for playing a chorale? 2. What is concert etiquette? 3. What are enharmonic notes? 4. What is a key signature? 5. What is articulation?	1. What is the correct style for playing a chorale? 2. What is concert etiquette? 3. What are enharmonic notes? 4. What is a key signature? 5. What is articulation?	1. What is the correct style for playing a chorale? 2. What is concert etiquette? 3. What are enharmonic notes? 4. What is a key signature? 5. What is articulation?	1. What is the correct style for playing a chorale? 2. What is concert etiquette? 3. What are enharmonic notes? 4. What is a key signature? 5. What is articulation?
Success Criteria:	<ul style="list-style-type: none"> - I can play in chorale style - I can discuss concert etiquette - I can describe an enharmonic note is - I can identify what a key signature is - I can identify various articulations 	<ul style="list-style-type: none"> - I can play in chorale style - I can discuss concert etiquette - I can describe an enharmonic note is - I can identify what a key signature is - I can identify various articulations 	<ul style="list-style-type: none"> - I can play in chorale style - I can discuss concert etiquette - I can describe an enharmonic note is - I can identify what a key signature is - I can identify various articulations 	<ul style="list-style-type: none"> - I can play in chorale style - I can discuss concert etiquette - I can describe an enharmonic note is - I can identify what a key signature is - I can identify various articulations 	<ul style="list-style-type: none"> - I can play in chorale style - I can discuss concert etiquette - I can describe an enharmonic note is - I can identify what a key signature is - I can identify various articulations



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Activity(ies)/ Assignment with Text and/or Links:	- Count/Clap rhythms - Long tones - Scales - Foundations for Superior Performance - EE2	- Count/Clap rhythms - Long tones - Scales - Foundations for Superior Performance - EE2	- Count/Clap rhythms - Long tones - Scales - Foundations for Superior Performance - EE2 - Music	- Count/Clap rhythms - Long tones - Scales - Foundations for Superior Performance - EE2 - Music	- Count/Clap rhythms - Long tones - Scales - Foundations for Superior Performance - EE2 - Music
Objectives	- Rehearsal etiquette, breathing, posture, play long tones for 20 seconds, play scales, play with balance and blend, play chromatic scale, music	- Rehearsal etiquette, breathing, posture, play long tones for 20 seconds, play scales, play with balance and blend, play chromatic scale, music	- Rehearsal etiquette, breathing, posture, play long tones for 20 seconds, play scales, play with balance and blend, play chromatic scale, music	- Rehearsal etiquette, breathing, posture, play long tones for 20 seconds, play scales, play with balance and blend, play chromatic scale, music	- Rehearsal etiquette, breathing, posture, play long tones for 20 seconds, play scales, play with balance and blend, play chromatic scale, 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 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	Updated Calendar				