



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

6 TH GRADE	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Date	2/10 – 2/14	2/17 – 2/21	2/24 – 2/28	3/3 – 3/7	3/10 – 3/14
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 Band Festival? 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 Band Festival? 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 Band Festival? 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 Band Festival? 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:	- I can describe what Band Festival is - I can describe a chorale. - I can discuss what a key signature is. - I can identify a dotted half note.	- 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.	- 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.	- 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.	- 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	- 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 - Simple Gifts	- Play notes within the context of rhythms - EE1 - Simple Gifts	- Play notes within the context of rhythms - EE1 - Simple Gifts	- Play notes within the context of rhythms - EE1 - Simple Gifts	- Play notes within the context of rhythms - EE1 - Simple Gifts
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	Teacher Evaluation, Participation Evaluation	Teacher Evaluation, Participation Evaluation	Teacher Evaluation, Participation Evaluation	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,	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections,	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections,	[Macro to Micro] - Division of clef readers, section of instruments, division among students within respective sections,



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	System (individual student)	Progress Chart System (individual student)	Progress Chart System (individual student)	Progress Chart System (individual student)	Progress Chart System (individual student)
Announcements					