



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

7 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, 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 Band Festival? 2. What is a staccato? 3. What is a chorale? etiquette? 4. What is a key signature? 5. What are enharmonic notes?	1.What is Band Festival? 2. What is a staccato? 3. What is a chorale? etiquette? 4. What is a key signature? 5. What are enharmonic notes?	1.What is Band Festival? 2. What is a staccato? 3. What is a chorale? etiquette? 4. What is a key signature? 5. What are enharmonic notes?	1.What is Band Festival? 2. What is a staccato? 3. What is concert etiquette? 4. What is a key signature? 5. What are enharmonic notes?	1.What is Band Festival? 2. What is a staccato? 3. What is concert etiquette? 4. What is a key signature? 5. What are enharmonic notes?
Success Criteria:	- I can discuss what Band Festival is - I can describe a staccato - I can discuss what a chorale is - I can identify what a key signature is - I can describe what an enharmonic note is	- I can discuss what Band Festival is - I can describe a staccato - I can discuss what a chorale is - I can identify what a key signature is - I can describe what an enharmonic note is	- I can discuss what Band Festival is - I can describe a staccato - I can discuss what a chorale is - I can identify what a key signature is - I can describe what an enharmonic note is	- I can discuss what Band Festival is - I can describe a staccato - I can discuss concert etiquette - I can identify what a key signature is - I can describe what an enharmonic note is	- I can discuss what Band Festival is - I can describe a staccato - I can discuss concert etiquette - I can identify what a key signature is - I can describe what an enharmonic note is
Activity(ies)/ Assignment	- Count/Clap rhythms - Long tones	- Count/Clap rhythms - Long tones	- Count/Clap rhythms - Long tones	- Count/Clap rhythms - Long tones	- Count/Clap rhythms - Long tones



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with Text and/or Links:	- Scales - Essential Elements Book 1 - Foundations for Superior Performance - Jungle Dance	- Scales - Essential Elements Book 1 - Foundations for Superior Performance - Jungle Dance	- Scales - Essential Elements Book 1 - Foundations for Superior Performance - Jungle Dance	- Scales - Essential Elements Book 1 - Foundations for Superior Performance - Jungle Dance - The Greatest Show	- Scales - Essential Elements Book 1 - Foundations for Superior Performance - Jungle Dance - The Greatest Show
Objectives	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, count and clap simple dotted rhythms, play scales, play with balance and blend, staccato articulation	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, count and clap simple dotted rhythms, play scales, play with balance and blend, staccato articulation	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, count and clap simple dotted rhythms, play scales, play with balance and blend, staccato articulation	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, count and clap simple dotted rhythms, play scales, play with balance and blend, staccato articulation	- Rehearsal etiquette, breathing, posture, play long tones for 16 seconds, count and clap simple dotted rhythms, play scales, play with balance and blend, staccato articulation
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		District Honor Band			



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