



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

| 8 TH GRADE | WEEK 29 | WEEK 30 | WEEK 31 | WEEK 32 | WEEK 33 |
|---|--|--|--|--|--|
| Date | 4/21 – 4/25 | 4/28 – 5/2 | 5/5 – 5/9 | 5/12 – 5/16 | 5/19 – 5/23 |
| 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 a staccato, marcato and tenuto? 2. What is a chorale? 3. What is tuning? 4. What is articulation | 1. What is a staccato, marcato and tenuto? 2. What is a chorale? 3. What is tuning? 4. What is articulation | 1. What is a staccato, marcato and tenuto? 2. What is a chorale? 3. What is tuning? 4. What is articulation | 1. What is a staccato, marcato and tenuto? 2. What is a chorale? 3. What is tuning? 4. What is articulation | 1. What is a staccato, marcato and tenuto? 2. What is a chorale? 3. What is tuning? 4. What is articulation |
| Success Criteria: | - I can describe a staccato, marcato, and tenuto is - I can discuss what a chorale is - I can describe what tuning is - I can describe what articulation is | - I can describe a staccato, marcato, and tenuto is - I can discuss what a chorale is - I can describe what tuning is - I can describe what articulation is | - I can describe a staccato, marcato, and tenuto is - I can discuss what a chorale is - I can describe what tuning is - I can describe what articulation is | - I can describe a staccato, marcato, and tenuto is - I can discuss what a chorale is - I can describe what tuning is - I can describe what articulation is | - I can describe a staccato, marcato, and tenuto is - I can discuss what a chorale is - I can describe what tuning is - I can describe what articulation is |
| Activity(ies)/ Assignment with Text and/or Links: | - Count/Clap rhythms - Long tones - Scales - Essential Elements Book 2 - Foundations for | - Count/Clap rhythms - Long tones - Scales - Essential Elements Book 2 - Foundations for | - Count/Clap rhythms - Long tones - Scales - Essential Elements Book 2 - Foundations for | - Count/Clap rhythms - Long tones - Scales - Essential Elements Book 2 - Foundations for | - Count/Clap rhythms - Long tones - Scales - Essential Elements Book 2 - Foundations for |



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| | Superior Performance - Greatest Show - Defying Gravity - Jungle Dance - Barbie Girl | Superior Performance - Greatest Show - Defying Gravity - Jungle Dance - Barbie Girl | Superior Performance - Greatest Show - Defying Gravity - Jungle Dance - Barbie Girl | Superior Performance - Greatest Show - Defying Gravity - Jungle Dance - Barbie Girl | Superior Performance - Sight Reading |
|-----------------|--|--|--|--|--|
| 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 | Concert Soon Prism Concert | Concert Soon | Concert Next Week | Concert Week | School Owned Instrument Return |