

| Monday 09/19/2022 | Tuesday 09/20/2022 | Wednesday 09/21/2022 | Thursday 09/22/2022 | Friday 09/23/2022 |
|--|--|--|--|--|
| Breakfast Duty | Breakfast Duty | Breakfast Duty | Breakfast Duty | Breakfast Duty |
| Band/Choir 7 & 8 | Band/Choir 7 & 8 | Band/Choir 7 & 8 | Band/Choir 7 & 8 | Band/Choir 7 & 8 |
| Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency | Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency | Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency | Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency | Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency |
| Lesson / Instruction Procedure: <ol style="list-style-type: none"> Practice instruments individually At half time, have students with same instruments get together to play in sync Last 15 minutes have class come together to practice together. <p>Note: <i>Let students know we only have 8 weeks until presentation!</i></p> | Lesson / Instruction Procedure: <ol style="list-style-type: none"> Practice instruments individually At half time, have students with same instruments get together to play in sync Last 15 minutes have class come together to practice together. <p>Note: <i>Let students know we only have 8 weeks until presentation!</i></p> | Lesson / Instruction Procedure: <ol style="list-style-type: none"> Practice instruments individually At half time, have students with same instruments get together to play in sync Last 15 minutes have class come together to practice together. <p>Note: <i>Let students know we only have 8 weeks until presentation!</i></p> | Lesson / Instruction Procedure: <ol style="list-style-type: none"> Practice instruments individually At half time, have students with same instruments get together to play in sync Last 15 minutes have class come together to practice together. <p>Note: <i>Let students know we only have 8 weeks until presentation!</i></p> | Lesson / Instruction Procedure: <ol style="list-style-type: none"> Practice instruments individually At half time, have students with same instruments get together to play in sync Last 15 minutes have class come together to practice together. <p>Note: <i>Let students know we only have 8 weeks until presentation!</i></p> |
| Materials / Resources / Technology <ul style="list-style-type: none"> Individual instruments Sheet Music for "Deck the Hall" in the key of b flat Metronome (on Smartboard) | Materials / Resources / Technology <ul style="list-style-type: none"> Individual instruments Sheet Music for "Deck the Hall" in the key of b flat Metronome (on Smartboard) | Materials / Resources / Technology <ul style="list-style-type: none"> Individual instruments Sheet Music for "Deck the Hall" in the key of b flat Metronome (on Smartboard) | Materials / Resources / Technology <ul style="list-style-type: none"> Individual instruments Sheet Music for "Deck the Hall" in the key of b flat Metronome (on Smartboard) | Materials / Resources / Technology <ul style="list-style-type: none"> Individual instruments Sheet Music for "Deck the Hall" in the key of b flat Metronome (on Smartboard) |
| Standards MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts. MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts MU:Cr3.1 Evaluate and Refine - Evaluate | Standards MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts. MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts MU:Cr3.1 Evaluate and Refine - Evaluate | Standards MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts. MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts MU:Cr3.1 Evaluate and Refine - Evaluate | Standards MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts. MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts MU:Cr3.1 Evaluate and Refine - Evaluate | Standards MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts. MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts MU:Cr3.1 Evaluate and Refine - Evaluate |

and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.

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MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

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Band/Choir 6

Objective:

- Practice to 100% proficiency
- reward proficiency with a musical piece they can practice of their choosing

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Lesson / Instruction

Procedure:

1. Practice individual instruments
2. Half way through practice stop and sing "Let it Snow"
3. Bring everyone together for a practice then go back to practicing individually

Note: When 100% proficient on an instrument give students a new piece of music on their chosen instrument of their choosing to keep them motivated and learning.

Standards

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MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

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MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

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Lunch

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Music PK

Objectives:

- Repertoire
- Vocal tone production
- Unpitched percussion technique
- Rhythm patterns
- Pulse
- Same/Different
- Pulse against rhythm
- Experience 6/8 beat
- Identify source of sound

Lesson / Instruction

1. (2-3 mins) Discuss: Personal preferences in music (to satisfy standard **MU:Re9.1.Pr eKa**)

PE PK

Objective:

- Effective Dribbling and Passing Skills with Hands

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-up (5 min)

- Alphabet Walk (Card 11) **NEED ALPHABET LETTERS**

Go Fitness - Tag You're It! - Aerobic Games (12 min)

- Partner Dodge (Card 97) **Change partners every three minutes**

Music K

Objectives:

- Repertoire
- Vocal tone production
- Unpitched percussion technique
- Rhythm patterns
- Pulse
- Same/Different
- Pulse against rhythm
- Experience 6/8
- Identify source of sound

Lesson / Instruction

1. (5-10 min) **Interests Worksheet:** Have students complete music interest worksheet (to satisfy

PE 1

Objectives:

- Dribbling and Passing Effectively
- Kicking for Accuracy

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-up (5 min)

- Alphabet Walk (Card 11) **NEED ALPHABET LETTERS**

Go Fitness - Tag You're It! - Aerobic Games (12 min)

- Partner Dodge (Card 97) **Change partners every three minutes**

Music 1

Objective:

- Pulse
- High/Low
- Prepare SM (arrangement of music/ how it is created piece by piece)
- Pulse ostinato (repeating)

Lesson / Instruction

1. (10 min) **Notation Game (pg. 7): "I Think Music's Neat"** **Need: Smartboard blank, Grade Book**

1. Review poem several times (students suggest actions)

2. (3 min) Vocal Warm Up
3. (2 min) Sing: "Frosty the Snowman"
4. (3-5 min) Song: Review and Sing "Going to the Farm" (pg. 2) **Need: Piano**
5. (8-10 min) Song with Instruments (pg 10): "Listen to the Lambs" (Score on page 7) **Need: BX (teacher) and Maracas (students)**
 - Create three rows of students (tape on floor)
 - When the song says "Baaa" students will shake fists
 - Give two maracas to each student at the end of the row and have them shake both independently at the "Baaa" part of the song
 - Have students hand them to the next student (repeat song until all students have played)
6. (2-3 min) Song (pg. 11): "Old MacDonald" (Score on page 4)
7. (8-10 min) Song with Movement: "Mary Had a Little Lamb"
 - Allow students to tiptoe then walk around while singing
8. (8-10 min) Listening Game: "Little Bo-Beep" **Need: Maracas and Blindfold**
 - Sing song once then with students
 - Have students try and do parts independently

- Go Activity (15 min)**
- **Dribbling and Passing (hands)**
 - Ball Handling Skills (Card 222)
 - Pass It On Game (Card 223)
- Cool-down (5 min)**
- Simon Says (Card 5)
- Tell students that the first week in October will be Fitness Week!**

Materials / Resources / Technology

- Alphabet Letters
- Bouncy Balls

Standards

- 2.1b** Explore toys and objects with hands and mouth.
- 2.1c** Exhibit a variety of small motor skills.
- 2.1f** Perform increasingly more sophisticated actions requiring hand-eye coordination.
- 2.2a** Exhibit physical reflexes in response to stimulation.
- 2.2b** Develop muscle tone and strength in trunk, neck, head, arms and legs.
- 2.2c** Use developing motor skills to move more independently.
- 2.2d** Develop coordination to use motor skills with toys.
- 2.2e** Demonstrate skills to move in the environment.
- 2.2f** Refine motor coordination and skills to play with toys and people.

- standard**
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- Go Activity (15 min)**
- **Dribbling and Passing**
 - Kick for Accuracy (Card 207)
 - Run the course with a partner passing back and forth
- Cool-down (5 min)**
- Simon Says (Card 5)
- Tell students that the first week in October will be Fitness Week!**

Materials / Resources / Technology

- Alpahebet Cards
- Soccer Ball

Standards

- 1.PE.12** Respond appropriately to general feedback from a teacher.
- 1.PE.14** Work independently with others in a variety of class environments.
- 1.PE.16** Follow teacher directions for safe participation and proper use of equipment without teacher reminders.
- 1.PE.18** Understand that challenges in physical activities can lead to success; and
- 1.PE.13** Exhibit the established protocols for class activities.
- 1.PE.10** Accept personal responsibility by using equipment and space appropriately.
- 1.PE.11** Follow the rules or parameters of the learning environment.

2. Extend to: "I Think Music's Neat, I Can Draw a Steady Beat"
3. Demonstrate notating pulse on the board | | | | | | | | (8X)
4. Divide students into lines and have them repeat poem while recording one "I" on the board then going to the back of the lin
 - **ASSESS STUDENTS' ABILITES TO NOTATE THE PULSE AND GRADE ACCORDINGLY**
2. (5 min) Movement Game: Moving High and Low **Need: Hand Drum, 2 other instruments (one higher and one lower)**
 1. Students walk while teacher plays pulse on a hand drum. Students freeze when they hear ?? I
 2. Extend game by exploring levels (walk low with a low instrument and high with a high instrument
3. (5-8 min) Song with Game (pg 8): "Look at Me" **Need: Piano**
 1. Circle standing
 2. Sing song, students echo
 3. Sing again; all freeze with a smile at the end
 4. Encourage someone to sing solo while students echo
 5. Who can freeze the longest

- **Introduce Game**
 - In a seated circle one student sits in the middle wearing a blindfold
 - Two maracas are placed in opposites sides of the room
 - While the class speaks the rhythm one student will go and pick up the maraca
 - After the rhythm, the students shakes the maraca and the student in the middle guesses where the sound is coming from
 - REPEAT WITH TWO NEW STUDENTS

9. **(5-8 mins) Rhythmic Game: Clap Your First Name (from last week)**

- Seated circle each student claps name to the syllables, class echoes
- **THIS GAME WILL BE REVIEWED NEXT MONTH AS ASSESSMENT #1**

10. **(2-3 min) Movement Activity (pg 13): Color Game Need: Visual #2 - Color Cards**

- Green = Walk
- Red = Stop
- Yellow = Jog
- Blue = Tiptoe

Materials / Resources / Technology

- Piano
- Maracas

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3h Adapt movements to specific situations.

4.1a Notice and imitate gestures.

4.1b Repeat actions again and again to see effects.

4.1e Investigate how things move.

4.1g Show interest in new activities.

4.2b Engage familiar adults and children in interactions.

4.2f Make decisions and choices.

4.2h Plan and achieve a goal.

4.3d Explore objects by repeating and varying the approach.

4.3f Develop skills through repetitive practice.

4.5a Act on a object to make sound or movement.

1.8c Demonstrate feeling safe with familiar adults.

1.8e Respond to requests made by familiar adults.

1.9d Play side by side with another child.

PE 4

Objective:

- Cardiovascular Efficiency, Muscular Strength, flexibility

- Have students try and do parts independently
- **Introduce Game**
 - In a seated circle one student sits in the middle wearing a blindfold
 - Two maracas are placed in opposites sides of the room
 - While the class speaks the rhythm one student will go and pick up the maraca
 - After the rhythm, the students shakes the maraca and the student in the middle guesses where the sound is coming from
 - REPEAT WITH TWO NEW STUDENTS

9. **(5-8 mins) Rhythmic Game: Clap Your First Name (from last week)**

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10. **(2-3 min) Movement Activity (pg 13): Color Game Need: Visual #2 - Color Cards**

- Green = Walk
- Red = Stop
- Yellow = Jog
- Blue = Tiptoe

1.PE.7 Actively engage in health enhancement class.

Music 3

Objective:

- Rhythmic Training
- Vocal Technique
- Rhythm Patterns
- Note Recognition

Lesson / Instruction

Some material in this lesson is from Weeks 1 and 2 as we did not get to all of the material due to routine and selecting songs and instruments for holiday concert.

1. **(3-5 min) Rhythmic Training (pg. 2):** Using snap-clap-pat-stamp body percussion teacher claps a rhythmic phrase, students echo

- Used to improve rhythmic accuracy exploring four levels of body percussion, instill a sense of meter, prepare students for rhythmic improvisation
- Keep it short

2. **(5-10 min) Review** what whole, half and quarter notes are and show them an example on the internet **Need: Video of Notes and how they are played**

3. **(8-10 min) Movement Activity (pg. 7):** Moving to the Pulse **Need: Recording - Urgos - Rhythmically Moving 3**

- **This activity compares whole notes to quarter notes and half notes**

4. **(5-8 min) Singing Activity: "Sing Me Your Name" Need: Object to toss**

1. Toss each student an object/beanbag while singing "Sing me Your Name"
2. Students replies "My Name is Li-sa" and throws the object back
3. The class sings "Her name is Li-sa"
4. That student sits and teacher goes to the next student until all are sitting
 1. **ASSESS STUDENTS' ABILITY TO IMITATE AND SING A MELODY NOTATE ACCORDINGLY**

5. **(12-15 mins) Speech Activity with Instruments: "Hickory, Dickory Dock" (see pg. 5) Need: Wood Block**

1. Introduce/review nursery rhyme
2. Imitate actions while singing with wood block
3. Discuss high and low vocal qualities
4. Have students perform independently while teacher play wood block
5. **Challenge:** Have some students move clasped hands together saying "tick-tok" while the others say the poem in *ostinato* (over and over)
6. **2nd Challenge:** Have some

- Blindfold
- Visual #2 - Color Cards

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cr1.1.PreKa With substantial guidance, explore and experience a variety of music.

MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts

MU:Cr2.1.PreKa With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

MU:Cr2.1.PreKb With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr5.1.PreKb With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

MU:Pr6.1.PreKa With substantial

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Explain History of Frisbee:

The Frisbee was created by an American inventor, Walter Frederick Morrison, in 1948. Fred Morrison and his wife liked to play by throwing upside-down cake pans to each other on the beaches in California. Throwing cake or pie pans wasn't new, but Fred Morrison had the idea to make a plastic version. It was, however, one of the Wham-O founders, Rich Knerr who decided to name the disc-like toy "Frisbee" before its official launch in 1957. It was first sold by the Wham-O toy company on January, 23, in 1957 — as the "Pluto Platter." Wham-O changed the name the following year as a misspelled homage to the popular New England pastime of tossing around pie tins from Connecticut's Frisbee Pie Company.

Warm-up (5 min)

- Count Down (Card 12) **Need: Music and Polyspots**

Go Fitness (12 min)

- Veins and Arteries (Card 30) **Need: Cones**

Go Activity (15 min)

1. Flying Disk CATCH CHALLENGE Level 1 - **Repair the Ozone** (Card 429) **Need: hula hoops and Frisbees**
2. Flying Disk CATCH CHALLENGE Level 2 -

Materials / Resources / Technology

- Piano
- Maracas
- Blindfold
- Visual #2 - Color Cards

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.

MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr5.1.Ka With guidance, apply

- While teacher plays a quarter note pulse, students repeatedly count, "One-two-three-four"
- While counting:
 - students step forward on each number of a (1/4 note pulse)
 - students step forward on a "One" and "Three" of a (1/2 note pulse)
 - students step forward on a "One" (WHOLE note pulse)

4. **(8-10 min) Rhythmic Reading (pg. 9): Rhythm Cards**
Need: GRADE #2 VISUAL #6

1. Review note values introduced in grade 2 by presenting several four-beat rhythm cards
2. Class will speak each rhythm with "Ta's and Ti's" and "Ta-a's touching shoulders for each rest

5. **(3-5 min) Rhythmic Reading (pg. 10): Label Whole Note**
Need: Smartboard (Blank)

1. Draw two *quarter notes* on the board (*filled in ball and stick*)
2. Review the word "tie" and the concept that two quarter notes make a 1/2 note (empty ball and stick)
3. Choose a student to draw the same

students play the beat on the wood blocks while the others perform the rhythm

6. **At the end play Syncopated Clock on iPhone**

Materials / Resources / Technology

- Smartboard with blank page
- Grade Book
- Hand Drum and 2 other instruments 1 higher and 1 lower
- Piano
- Object to Toss
- Wood Block
- iPhone

PE K

Objective:

- Work on Dribbling and Passing Skills with Hands

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-up (5 min)

- Alphabet Walk (Card 11) **NEED ALPHABET LETTERS**

Go Fitness - Tag You're It! - Aerobic Games (12 min)

- Partner Dodge (Card 97) **Change partners every three minutes**

Go Activity (15 min)

- **Dribbling and Passing (hands)**
 - Ball Handling Skills (Card 222)
 - Pass It On Game (Card 223)

Cool-down (5 min)

- Simon Says (Card 5)

Tell students that the first week in October will be Fitness Week!

guidance, perform music with expression.

MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

Music 2

- Repertoire
- Melodic Contour
- Ta/Ti-Ti Pattern
- Pulse
- Unpitched Percussion Technique
- Mallet Technique

Lesson / Instruction

Material from this lesson is from Week 1, 2 and 3 because we were not here 2 Mondays.

- (1-2 min) Rhythmic Training (pg. 1):** Using snap-clap-pat-stamp body percussion
 - Using 1 or 2 body percussion teacher claps a rhythmic phrase, students echo | ?? | ?? | | |
- (10-20 min) Song with Movement (pg. 2): "Vacation Fun"**
 1. Play measure 9-16 first and ask students to describe the melody (it repeats each time lower)
 2. Play entire song and have students do what is in the song
 3. Add additional verses
 4. Once movement sequence is established, explore other possibilities (tap your head, shake

Keep Away (Card 431) **Need:** Frisbees

Cool-down (5 min)

- High 5 in the Middle (Card 9)

Tell students that the first week in October will be Fitness Week!

Materials / Resources / Technology

- Music
- Polyspots
- Hula Hoops
- Frisbees

Standards

4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.

4.PE.1 Use a combination of motor skills to engage in a variety of activities.

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.

4.PE.9 Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.

4.PE.10 Demonstrate responsible

personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

MU:Pr6.1.Ka With guidance, perform music with expression.

MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

Practice Time Lesson / Instruction

- **Practice:** Piano, Ukulele, Recorder

PE 5

Objective:

- Cardiovascular Efficiency, Muscular Strength, flexibility

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Explain History of Frisbee:

The Frisbee was created by an American inventor, Walter Frederick Morrison, in 1948. Fred Morrison and his wife liked to play by throwing upside-down cake pans to each other on the beaches in California.

note values beside yours

4. Add a "tie" to the two half notes to make a whole note (empty circle with no stick)
 1. Tell students that the whole notes equals four beats and is said "Ta-a-a"

6. (8-10 min) Rhythmic Reading: Rhythm Game Need: Recording of "Urgos" from Rhythmicall Moving 3 or similiar waltz

1. Draw quarter note, half note and whole note on the board, whole note on the bottom
2. Have students speak the pulse ("Ta", "Ta-a" or "Ta-a-a" when teacher taps the note value
3. Continue the game playing "Urgos" from Rhythmicall Moving 3

7. Practice singing for concert and recorders

Materials / Resources / Technology

- **Video of Notes and how they are played**
- GRADE #2 VISUAL #6
- Grade #2 Rhythm Cards
- Recording of "Urgos" from Rhythmicall Moving 3 or similiar waltz
- Smartboard with blank screen for writing

Standards

Materials / Resources / Technology

- Alphabet Cards
- Bouncy Balls

Standards

K.PE.1 Perform basic locomotor, nonlocomotor, and manipulative skills.

K.PE.6 Actively participate in health enhancement class.

K.PE.8 Practice warm-up and cool-down activities relative to vigorous physical activity.

K.PE.9 Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).

K.PE.10 Acknowledge responsibility for behavior when prompted.

K.PE.11 Follow instruction and direction when prompted.

K.PE.12 Recognize the established protocol for class activities.

K.PE.13 Share equipment and space with others.

K.PE.15 Follow teacher directions for safe participation and proper use of equipment with minimal reminders.

K.PE.17 Acknowledge that some physical activities are challenging or difficult; and

Recess

PE 2

your hips, touch the ground)

3. (15-20 mins) **Speech Activity with Instruments HARMONIZING (pg. 3): "Go! Go! Go"**

- Students play either C,D,E G or A (Pentatonic Scale) on their Xlyophone while teacher does a | ?? | pattern on the drum

4. (3-5 mins) **Rhythmic Reading (pg. 5): "Clap, Clap, Clap Your Hands" Need: Smartboard with blank board**

- Review melody by echo singing
- Notate ouse on Smartboard
- Have class identify which beats are Ta's and which are Ti's

5. (3-5 min) **Rhythm Cards (pg. 6) Need: GRADE 1 VISUAL #6**

- Review:** quarter note, eighth notes, and quarter rest
- Present several four beat rhythm cards and have class speak each rhythm with Ta's and Ti's

6. (8-10 min) **Instrument Activity (pg. 9) Need: Several Types of Instruments (wood block, teambourine, cowbell, triangle, hand drum, guiro)**

- Class forms a circle
- Teacher shows students how to play an instrument, and claps a pattern.

behavior in independent group situations.

4.PE.11 Reflect on personal social behavior in physical activity.

4.PE.12 Listen respectfully to corrective feedback from others.

4.PE.13 Adhere to rules of etiquette in a variety of physical activities.

4.PE.14 Recognize and support individual differences in movement performance at all skill levels.

4.PE.16 Work safely with peers and equipment in physical activity settings.

PE 3

Objective:

- Cardiovascular Efficiency, Muscular Strength, flexibility

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Bathroom
- Drinks

Explain History of Frisbee:

The Frisbee was created by an American inventor, Walter Frederick Morrison, in 1948. Fred Morrison and his wife liked to play by throwing upside-down cake pans to each other on the beaches in California. Throwing cake or pie pans wasn't new, but Fred Morrison had the idea to make a plastic version. It was, however, one of the Wham-O founders, Rich

Throwing cake or pie pans wasn't new, but Fred Morrison had the idea to make a plastic version. It was, however, one of the Wham-O founders, Rich Knerr who decided to name the disc-like toy "Frisbee" before its official launch in 1957. It was first sold by the Wham-O toy company on January, 23, in 1957 — as the "Pluto Platter." Wham-O changed the name the following year as a misspelled homage to the popular New England pastime of tossing around pie tins from Connecticut's Frisbee Pie Company.

Warm-up (5 min)

- Count Down (Card 12) **Need: Music and Polyspots**

Go Fitness (12 min)

- Veins and Arteries (Card 30) **Need: Cones**

Go Activity (15 min)

- Flying Disk CATCH CHALLENGE Level 1 - **Repair the Ozone** (Card 429) **Need: Hula hoops and Frisbees**
- Flying Disk CATCH CHALLENGE Level 2 - **Keep Away** (Card 431) **Need: Frisbees**

Cool-down (5 min)

- High 5 in the Middle (Card 9)

Tell students that the first week in October will be Fitness Week!

Materials / Resources / Technology

- Music
- Polyspots
- Hula Hoops

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr5.1.3b Rehear se to refine technical accuracy, expressive qualities, and identified performance challenges.

MU:Pr6.1.3a Perform music with expression and technical accuracy.

Music 4

Objective:

- Review Line/Spaces of the Staff
- Review Treble Clef Notes and learn mnemonic phrase to remember it

Lesson / Instruction

- (8-10 min) **Song with Movement (pg.7):**

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-up (5 min)

- Alphabet Walk (Card 11) **NEED ALPHABET LETTERS**

Go Fitness/ Cardiovascular Activity (12 min)

- Alphabet Walk (Card 11)

Go Activity (15 min)

- Dribbling and Passing**
 - Kick for Accuracy (Card 207)
 - Run the course with a partner passing back and forth

Cool-down (5 min)

- Simon Says (Card 5)

Tell students that the first week in October will be Fitness Week!

Materials / Resources / Technology

- Soccer Ball

Standards

2.PE.1 Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.

2.PE.7 Actively engage in health enhancement class in response to instruction and practice.

2.PE.10 Practice skills with minimal teacher prompting.

2.PE.11 Accept responsibility for class protocols with behavior and performance actions.

3. The student to the left echos that pattern on the instrument and passes the instrument to their left.
 4. The teacher then hands another instrument to the student on the left and claps a different pattern.
 5. All instruments play that pattern, and so on, until all instruments are distributed.
7. **If time:** Get RECORDERS LABELED WITH NAMES and PLAY THE SCALES

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.

MU:Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

Band 5

Objective:

- Practice vocal and instrumental songs to 100% proficiency

Lesson / Instruction

Knerr who decided to name the disc-like toy "Frisbee" before its official launch in 1957. It was first sold by the Wham-O toy company on January 23, in 1957 — as the "Pluto Platter." Wham-O changed the name the following year as a misspelled homage to the popular New England pastime of tossing around pie tins from Connecticut's Frisbee Pie Company.

- Warm-up (5 min)**
- Count Down (Card 12) **Need: Music and Polyspots**
- Go Fitness (12 min)**
- Veins and Arteries (Card 30) **Need: Cones**
- Go Activity (15 min)**
- Flying Disk CATCH CHALLENGE Level 1 - Repair the Ozone (Card 429) **Need: Hula hoops and Frisbees**
 - Flying Disk CATCH CHALLENGE Level 2 - Keep Away (Card 431) **Need: Frisbees**
- Cool-down (5 min)**
- High 5 in the Middle (Card 9)
- Tell students that the first week in October will be Fitness Week!**

- Materials / Resources / Technology**
- Music
 - Polyspots
 - Hula Hoops
 - Frisbees

Standards

3.PE.1 Perform a combination of motor skills in various contexts.

- Frisbees
- Q1 Band**

- "The Staff has Five"*
- Need: Piano**
1. Have students echo this song and pat, and snap
 2. **(8-10) Paper/Pencil Activity (pg. 8):** Create a Sentence
 1. Draw the following on the board
 F _____
 A _____
 C _____

 E _____
 2. Teacher solicites ideas for people to remember the notes in between the lines
 3. Handout copies of the worksheet to complete
 4. If finished they can draw a FACE on the worksheet
 3. **(2-3 min) Rhythmic Reading (pg. 9):** Label Ti-Ta-Ti **Need: Smartboard**
 1. Draw and review beamed eighth notes and equal flagged eighth notes
 2. Connect the 2nd and 3rd eighth and review the word "tie"
 3. Replace the tied eighth note with a quarter note and students speak "Ti-Ta-Ti"
 4. **(25 mins) Practice Ukules** Mele Kalikimaka" - Ukulele
 5. **(5 mins) Singing Practice:** "Here Comes Santa Claus"

- 2.PE.12** Accept specific corrective feedback from a teacher.
- 2.PE.13** Recognize the role of rules and etiquette in teacher-designed physical activities.
- 2.PE.14** Work independently with others in partner environments.
- 2.PE.16** Work independently and safely in physical activity settings.

Q1 Band

Procedure:

1. **Practice:** Boom wacker song "Rudolph The Red Nosed Reindeer"
2. **Perform:** Warm up vocal exercises
3. **Introduce Ukuleles:**
Tell students we will also be learning them and playing "My Favorite Things" with it
Need: Ukulele music for "My Favorite Things"
4. **Practice:** Last 15 minutes have class come together to practice "My Favorite Things"

Discuss with students that they are required to create their own music and must be able to read musical notation in order to pass the class (see standards below). Talk about ideas for how they will tackle this project.

- MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context,
- MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.
- MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

3.PE.3 Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.

3.PE.7 Engage in the activities of health enhancement class without teacher prompting

3.PE.9 Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.

3.PE.10 Practice personal responsibility in teacher-directed activities.

3.PE.12 Accept and implement specific corrective teacher feedback.

3.PE.13 Recognize the role of rules and etiquette in physical activity with peers.

3.PE.14 Support and work cooperatively with others.

3.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

3.PE.16 Work independently and safely in physical activity settings.

Q1 Band

- MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Note: *Let students know we only have 8 weeks until holiday concert presentation!*

**Materials /
Resources /
Technology**

- Boom Wackers
- Boomwacker Music for "Rudolph the Red Nosed Reindeer"
- Ukulele music for "[My Favorite Things](#)"

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.

MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical

work(s) that meet appropriate criteria.

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Q1 Band