

Monday 09/26/2022	Tuesday 09/27/2022	Wednesday 09/28/2022	Thursday 09/29/2022	Friday 09/30/2022
<b>Breakfast Duty</b> 8:00am - 8:30am	<b>Breakfast Duty</b> 8:00am - 8:30am	<b>Breakfast Duty</b> 8:00am - 8:30am	<b>Breakfast Duty</b> 8:00am - 8:30am	<b>Breakfast Duty</b> 8:00am - 8:30am
<b>Band/Choir 7 &amp; 8</b> 8:35am - 9:30am	<b>Band/Choir 7 &amp; 8</b> 8:35am - 9:30am	<b>Band/Choir 7 &amp; 8</b> 8:35am - 9:30am	<b>Band/Choir 7 &amp; 8</b> 8:35am - 9:30am	<b>Band/Choir 7 &amp; 8</b> 8:35am - 9:30am
<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency</li> </ul>	<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency</li> </ul>	<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency</li> </ul>	<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency</li> </ul>	<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency</li> </ul>
<b>Lesson / Instruction</b> <b>Procedure:</b> <ol style="list-style-type: none"> <li><b>Practice</b> instruments <b>individually</b></li> <li><b>At half time</b>, have students with <b>same instruments get together to play in sync</b></li> <li><b>Last 15 minutes</b> have <b>class come together to practice together.</b></li> </ol> <b>Note:</b> <i>Let students know we only have 8 weeks until presentation!</i>	<b>Lesson / Instruction</b> <b>Procedure:</b> <ol style="list-style-type: none"> <li><b>Practice</b> instruments <b>individually</b></li> <li><b>At half time</b>, have students with <b>same instruments get together to play in sync</b></li> <li><b>Last 15 minutes</b> have <b>class come together to practice together.</b></li> </ol> <b>Note:</b> <i>Let students know we only have 8 weeks until presentation!</i>	<b>Lesson / Instruction</b> <b>Procedure:</b> <ol style="list-style-type: none"> <li><b>Practice</b> instruments <b>individually</b></li> <li><b>At half time</b>, have students with <b>same instruments get together to play in sync</b></li> <li><b>Last 15 minutes</b> have <b>class come together to practice together.</b></li> </ol> <b>Note:</b> <i>Let students know we only have 8 weeks until presentation!</i>	<b>Lesson / Instruction</b> <b>Procedure:</b> <ol style="list-style-type: none"> <li><b>Practice</b> instruments <b>individually</b></li> <li><b>At half time</b>, have students with <b>same instruments get together to play in sync</b></li> <li><b>Last 15 minutes</b> have <b>class come together to practice together.</b></li> </ol> <b>Note:</b> <i>Let students know we only have 8 weeks until presentation!</i>	<b>Lesson / Instruction</b> <b>Procedure:</b> <ol style="list-style-type: none"> <li><b>Practice</b> instruments <b>individually</b></li> <li><b>At half time</b>, have students with <b>same instruments get together to play in sync</b></li> <li><b>Last 15 minutes</b> have <b>class come together to practice together.</b></li> </ol> <b>Note:</b> <i>Let students know we only have 8 weeks until presentation!</i>
<b>Materials / Resources / Technology</b> <ul style="list-style-type: none"> <li>Individual instruments</li> <li>Sheet Music for "Deck the Hall" in the key of b flat</li> <li>Metronome (on Smartboard)</li> </ul>	<b>Materials / Resources / Technology</b> <ul style="list-style-type: none"> <li>Individual instruments</li> <li>Sheet Music for "Deck the Hall" in the key of b flat</li> <li>Metronome (on Smartboard)</li> </ul>	<b>Materials / Resources / Technology</b> <ul style="list-style-type: none"> <li>Individual instruments</li> <li>Sheet Music for "Deck the Hall" in the key of b flat</li> <li>Metronome (on Smartboard)</li> </ul>	<b>Materials / Resources / Technology</b> <ul style="list-style-type: none"> <li>Individual instruments</li> <li>Sheet Music for "Deck the Hall" in the key of b flat</li> <li>Metronome (on Smartboard)</li> </ul>	<b>Materials / Resources / Technology</b> <ul style="list-style-type: none"> <li>Individual instruments</li> <li>Sheet Music for "Deck the Hall" in the key of b flat</li> <li>Metronome (on Smartboard)</li> </ul>
<b>Standards</b> <b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts. <b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts	<b>Standards</b> <b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts. <b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts	<b>Standards</b> <b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts. <b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts	<b>Standards</b> <b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts. <b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts	<b>Standards</b> <b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts. <b>MU:Cr2.1</b> 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

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their implications for performance.

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

**MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**MU:Pr5.1.8a** Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

**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**  
9:33am - 10:25am

**Objective:**

- Practice to 100% proficiency

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<ul style="list-style-type: none"> <li>reward proficiency with a musical piece they can practice of their choosing</li> </ul>	<ul style="list-style-type: none"> <li>reward proficiency with a musical piece they can practice of their choosing</li> </ul>	<ul style="list-style-type: none"> <li>reward proficiency with a musical piece they can practice of their choosing</li> </ul>	<ul style="list-style-type: none"> <li>reward proficiency with a musical piece they can practice of their choosing</li> </ul>	<ul style="list-style-type: none"> <li>reward proficiency with a musical piece they can practice of their choosing</li> </ul>
<p><b>Lesson / Instruction</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Practice individual instruments</li> <li>Half way through practice stop and sing "Let it Snow"</li> <li>Bring everyone together for a practice then go back to practicing individually</li> </ol> <p><b>Note:</b> 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.</p>	<p><b>Lesson / Instruction</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Practice individual instruments</li> <li>Half way through practice stop and sing "Let it Snow"</li> <li>Bring everyone together for a practice then go back to practicing individually</li> </ol> <p><b>Note:</b> 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.</p>	<p><b>Lesson / Instruction</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Practice individual instruments</li> <li>Half way through practice stop and sing "Let it Snow"</li> <li>Bring everyone together for a practice then go back to practicing individually</li> </ol> <p><b>Note:</b> 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.</p>	<p><b>Lesson / Instruction</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Practice individual instruments</li> <li>Half way through practice stop and sing "Let it Snow"</li> <li>Bring everyone together for a practice then go back to practicing individually</li> </ol> <p><b>Note:</b> 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.</p>	<p><b>Lesson / Instruction</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Practice individual instruments</li> <li>Half way through practice stop and sing "Let it Snow"</li> <li>Bring everyone together for a practice then go back to practicing individually</li> </ol> <p><b>Note:</b> 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.</p>
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forms that convey expressive intent.

**MU:Cr2.1.6a** Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

**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.

**MU:Cr3.1.6b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

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

**MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**MU:Pr4.1.6a** Apply teacher-provided criteria for selecting music to perform for a specific purpose

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<p>and/or context, and explain why each was chosen.</p> <p><b>MU:Pr4.2.6b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p><b>MU:Pr5.1.6a</b> Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re9.1.6a</b> Apply teacher-provided criteria to evaluate musical works or performances.</p>	<p>and/or context, and explain why each was chosen.</p> <p><b>MU:Pr4.2.6b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p><b>MU:Pr5.1.6a</b> Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re9.1.6a</b> Apply teacher-provided criteria to evaluate musical works or performances.</p>	<p>and/or context, and explain why each was chosen.</p> <p><b>MU:Pr4.2.6b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p><b>MU:Pr5.1.6a</b> Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re9.1.6a</b> Apply teacher-provided criteria to evaluate musical works or performances.</p>	<p>and/or context, and explain why each was chosen.</p> <p><b>MU:Pr4.2.6b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p><b>MU:Pr5.1.6a</b> Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re9.1.6a</b> Apply teacher-provided criteria to evaluate musical works or performances.</p>	<p>and/or context, and explain why each was chosen.</p> <p><b>MU:Pr4.2.6b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p><b>MU:Pr5.1.6a</b> Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re9.1.6a</b> Apply teacher-provided criteria to evaluate musical works or performances.</p>
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<p><b>Music PK 12:15pm - 1:00pm</b></p> <ul style="list-style-type: none"> <li>• Dramatic play</li> <li>• Unpitched percussion technique</li> <li>• Pulse</li> <li>• Repertoire</li> <li>• Time/space/shape/force</li> <li>• High/low, up/down</li> <li>• Following a conductor</li> </ul> <p><b>Lesson / Instruction</b></p> <p>1. (3 min) <b>Vocal Warm</b> Up: Teach "Do, Ra,</p>	<p><b>PE PK 12:15pm - 1:00pm</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Traveling</li> <li>• Fleeing, Dodging, Turning, Twisiting, Stretching</li> <li>• Dribbling, Kicking, Passing and Trapping</li> </ul> <p><b>Lesson / Instruction</b></p> <p><b>Procedures: (10 min)</b></p> <ul style="list-style-type: none"> <li>• 3 Laps</li> <li>• Drinks</li> <li>• Bathroom</li> </ul>	<p><b>Music K 12:15pm - 1:00pm</b></p> <ul style="list-style-type: none"> <li>• Dramatic play</li> <li>• Unpitched percussion technique</li> <li>• Pulse</li> <li>• Repertoire</li> <li>• Time/space/shape/force</li> <li>• High/low, up/down</li> <li>• Following a conductor</li> </ul> <p><b>Lesson / Instruction</b></p> <p>1. (3 min) <b>Vocal Warm</b> Up: Teach "Do, Ra,</p>	<p><b>PE 1 12:15pm - 1:00pm</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Traveling</li> <li>• Fleeing, Dodging, Turning, Twisiting, Stretching</li> <li>• Dribbling, Kicking, Passing and Trapping</li> </ul> <p><b>Lesson / Instruction</b></p> <p><b>Procedures: (10 min)</b></p> <ul style="list-style-type: none"> <li>• 3 Laps</li> <li>• Drinks</li> <li>• Bathroom</li> </ul>	<p><b>Music 1 12:15pm - 1:00pm</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Up/down</li> <li>• Pulse</li> <li>• High/Low</li> <li>• Vocal Qualities (sing/speak)</li> <li>• Mallet Technique</li> <li>• Prepare SM (arrangement of music/how it is created piece by piece)</li> <li>• Steady Beat</li> </ul> <p><b>Lesson / Instruction</b></p>

<p><u>Me</u>", etc with hand signs) Eventually teach "Doe, a deer, Ray a drop of Golden Sun..."</p> <p>2. <b>(2 min) Sing:</b> "Welcome Boys and Girls"</p> <p>3. <b>(8-10 min) Song with Movement</b> (pg.29): "<u>We Are Scary Skeletons</u>" <b>Need:</b> Piano</p> <ul style="list-style-type: none"> <li>Introduce song, echo one phrase at a time</li> <li>Add movement and freeze at "BOO"</li> <li>Practice freezing when sound stops, encourage students to try different shapes as they freeze</li> <li>Take suggestions from class for add. versus</li> </ul> <p>4. <b>(5-8 min) Singing Activity</b> (pg. 30): "<u>What Will You Be on Halloween?</u>" <b>Need:</b> bean bag</p> <ul style="list-style-type: none"> <li>Elimination Game that allows each student to sing independently</li> <li>Toss the beanbag to a student while singing the song</li> <li>The student tosses it back while singing a response</li> <li>Class echoes soloist and then the soloist sits.</li> <li>Repeat until all have had a turn</li> </ul> <p>5. <b>(2-3 min) Movement Activity</b> (pg. 31): Color Game <b>Need:</b> Color Cards</p> <ol style="list-style-type: none"> <li>Choose a student to hold up cards             <ol style="list-style-type: none"> <li>Green=Walk</li> <li>Red=Stop</li> <li>Yellow=Jog</li> <li>Blue=Tiptoe</li> </ol> </li> </ol>	<p><b>Warm-up (5 min)</b></p> <ul style="list-style-type: none"> <li>Walking Talking Spelling Bees (Card 14)</li> </ul> <p><b>Go Fitness - Tag You're It! - Aerobic Games (12 min)</b></p> <ul style="list-style-type: none"> <li>Octopus Tag (Card 98)</li> </ul> <p><b>Go Activity (15 min) - Dribbling and Passing (feet)</b></p> <ul style="list-style-type: none"> <li>Kick-Kick (Card 208)</li> <li>Partner High-5 Together (Card 12)</li> </ul> <p><b>Tell students that the first week in October will be Fitness Week!</b></p> <p><b>Materials / Resources / Technology</b></p> <ul style="list-style-type: none"> <li>Cones</li> <li>Hula Hoops</li> <li>Soccer Ball</li> </ul> <p><b>Standards</b></p> <p><b>2.1b</b> Explore toys and objects with hands and mouth.</p> <p><b>2.1c</b> Exhibit a variety of small motor skills.</p> <p><b>2.1f</b> Perform increasingly more sophisticated actions requiring hand-eye coordination.</p> <p><b>2.2a</b> Exhibit physical reflexes in response to stimulation.</p> <p><b>2.2b</b> Develop muscle tone and strength in trunk, neck, head, arms and legs.</p> <p><b>2.2c</b> Use developing motor skills to move more independently.</p> <p><b>2.2d</b> Develop coordination to use motor skills with toys.</p>	<p><u>Me</u>", etc with hand signs) Eventually teach "Doe, a deer, Ray a drop of Golden Sun..."</p> <p>2. <b>(2 min) Sing:</b> "Welcome Boys and Girls"</p> <p>3. <b>(8-10 min) Song with Movement</b> (pg.29): "<u>We Are Scary Skeletons</u>" <b>Need:</b> Piano</p> <ul style="list-style-type: none"> <li>Introduce song, echo one phrase at a time</li> <li>Add movement and freeze at "BOO"</li> <li>Practice freezing when sound stops, encourage students to try different shapes as they freeze</li> <li>Take suggestions from class for add. versus</li> </ul> <p>4. <b>(5-8 min) Singing Activity</b> (pg. 30): "<u>What Will You Be on Halloween?</u>" <b>Need:</b> bean bag</p> <ul style="list-style-type: none"> <li>Elimination Game that allows each student to sing independently</li> <li>Toss the beanbag to a student while singing the song</li> <li>The student tosses it back while singing a response</li> <li>Class echoes soloist and then the soloist sits.</li> <li>Repeat until all have had a turn</li> </ul> <p>5. <b>(2-3 min) Movement Activity</b> (pg. 31): Color Game <b>Need:</b> Color Cards</p> <ol style="list-style-type: none"> <li>Choose a student to hold up cards             <ol style="list-style-type: none"> <li>Green=Walk</li> <li>Red=Stop</li> <li>Yellow=Jog</li> <li>Blue=Tiptoe</li> </ol> </li> </ol>	<p><b>Warm-up (5 min)</b></p> <ul style="list-style-type: none"> <li>Walking Talking Spelling Bees (Card 14)</li> </ul> <p><b>Go Fitness - Tag You're It! 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5. Purple=Jump
6. Pink=Hop
7. Brown=Gallop
2. In silence, students pantomime movement to portray each character as teacher changes cards
6. **(2-3 min) Movement Activity (pg. 31): Halloween Color Game** **Need:** *Allegretto from Symphony #7 - Ludwig van Beethoven,*  
  
*Orange, black and white cards*
  1. Present 3 color cards not yet used:
    - Orange=Scarecrow
    - Black=Cat
    - White=Ghost
  2. In silence, students pantomime movement to portray each character as teacher changes cards
7. **(8-10 min) Speech Activity with Instruments (pg. 32): "Old Mrs. Witch"** **Need: Broom**
  1. Echo text by phrase
  2. Prepare to play instruments
    - Witch pat hand on lap to demonstrate drum
    - Slide index finger on opposite arm for Xylophone
  3. Students practice poems by exploring

- 2.2e Demonstrate skills to move in the environment.
- 2.2f Refine motor coordination and skills to play with toys and people.
- 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.

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5. **(5 min) Movement Game (pg 12): Moving with Style**  
**Need:**  
Hand Drum
  1. Scattered, standing
  2. Student demonstrate the ability to walk to a **pulse** while the teacher plays a complementary **rhythm** on the hand drum
  3. If students are unsuccessful, teacher reverts to playing a pulse on the drum
  4. Continue to establish the length of the phrase
6. **(5 min) Rhythmic Reading (pg 12): Labeling Ta** **Need: Smart-board**
  1. Review "I Think Music's Neat" (page 5) and notate 8 beats on the board
  2. Label the beat as Ta, students speak "Ta" as teacher points to each beat
  3. Choose a student to point to the steady beats while the class speaks "Ta"
7. **(10-12 min) Speech Activity (pg 12): Saw, Saw, Saw Away** **Need: Smart-board**
  1. Speak text while demonstrating sawing motion to show pulse (*use both hands/ bilateral*)
  2. Add two addl. verses/actions (see teachers manual)
  3. Demo beats on Smart-board

vocal expression (witch voices)

4. Add game:

- Choose one person to be the witch riding around the circle with a broom
- In a seated circle distribute instruments evenly
- Class speaks poem and instruments play on special words.
- After poem pass instruments to the right
- Game continues with new instrument players and new witch
- Allow everyone to be a witch

8. **(8-10 min) Speech Activity with Movement (pg. 33): "The Witch Has an Itch" Need: Witch Card (Visual #3)**

- Pulse activity where students in a seated circle take turns leading the poem.
- One person holds the witch card, determines where the witch has an itch and class scratches that body part while speaking the poem
- Repeat, passing to a new leader until everyone has had a turn

9. **(5-8 min) Song with Movement: "We Are Scary Skeletons" Need: Hand drum, piano**

**1.9d** Play side by side with another child.

**PE 4 1:00pm - 1:45pm**

**Objective:**

- Cardiovascular Efficiency, Throwing,

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up (5 min)**

- Partner Jog (Card 11)  
**Need:** 12" Fabric or Rope to hang on to between partners

**Go Fitness (12 min)**

- Crows and Cranes (Card 37)

**Go Activity: Flying Disc - CATCH Challenge III (15 min) Need: Frisbees and Hula Hoops, Score Sheets**

- Flying Disc Golf (Card 432)

**Cool-down (5 min)**

**Need:** Fitness Flash Cards (88, 89, 95, 103)

- Go Loco! (Card 13)

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

**Materials / Resources / Technology**

- 12" Fabric or Rope to hang on to between partners
- Hula Hoops
- Score Sheets
- Fitness Flash Cards (88, 89, 95, 103)

**Standards**

**4.PE.3** Discuss the origin of a variety of games, sports, or dances, including traditional and

vocal expression (witch voices)

4. Add game:

- Choose one person to be the witch riding around the circle with a broom
- In a seated circle distribute instruments evenly
- Class speaks poem and instruments play on special words.
- After poem pass instruments to the right
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- Repeat, passing to a new leader until everyone has had a turn

9. **(5-8 min) Song with Movement: "We Are Scary Skeletons" Need: Hand drum, piano**

**1.9d** Play side by side with another child.

**Music 3 1:00pm - 1:45pm**

**Objective:**

- Pulse, prepare canon round
- Whole note, vocal stinato, broken bordun
- AB
- Pulse, ostinato, prepare decrescendo
- Reperatoire

**Lesson / Instruction**

- (2-3 min) Rhythmic Training (pg. 13):** Using snap-clap-pat-stamp body percussion teacher claps a rhythmic phrase, students echo
- Introduced in Grade 2, Four Beats After exposes students to cannon and rounds technique
- In a standing circle teacher begins a sequence of actions representing the pulse that changes after every 4 beats
- Students echo the teachers beginning the sequence "four beats after" - See *teachers manual*

- (18-20 min) Song w/ Instruments (pg 13): "Remember Me" Need: Chart #1 (Appendix A), BX, BM (Bass Metallophone) and CBB- D, A (Contra Brass Bars)**
  - Present Chart #1
  - Sing melody with text while students follow top portion of chart, echo by phrase

- Choose 3 students, each to notate a verse while class performs the actions
- Repeat if time allowing more students to notate

**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

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

**MU:Cr3.1.1a** With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

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

1. Review activity on (pg. 29) and suggest new types of movement for each verse, expanding their movement vocabulary

**Standards**

**MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

**MU:Cn11.0.PreKa** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

**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:Cr3.1.PreKa** With substantial guidance, consider personal, peer, and teacher feedback when demonstrating

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 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.

1. Review activity on (pg. 29) and suggest new types of movement for each verse, expanding their movement vocabulary

**Standards**

**MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

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

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**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:Cr3.1.PreKa** With substantial guidance, consider personal, peer, and teacher feedback when demonstrating

3. Choose a student to read the rhythm on the center of the chart (review whole note)
4. Review "D" represents *Do*
  1. Choose student to sing center part of chart using solfege (Do, Rae, Me, etc.) and hand signals (last note is "So")
  2. Class sings vocal ostinato with solfege and hand signals while teacher sings melody
  3. Add text to the vocal ostinato and divide class - half sing the melody while half sing the vocal ostinato: reverse parts
  4. Prepare accompaniment with alternating leg pat: transfer to BX/BM/CBB beginning with left hand
  5. Perform song with instruments establishing the vocal ostinato before adding the melody
  6. Use the bottom portion of the chart to develop a contrasting section where students rhythmical spell T-E-N-N-E-S-

collaboration with others.

**MU:Pr4.2.1b** When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

**MU:Pr5.1.1a** With limited guidance, apply personal, teacher, and peer feedback to refine performances.

**MU:Pr5.1.1b** With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

**MU:Pr6.1.1a** With limited guidance, perform music for a specific purpose with expression.

**MU:Re9.1.1a** With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

**PE K 1:00pm - 1:45pm**

**Objective:**

- Traveling
- Fleeing, Dodging, Turning, Twisting, Stretching
- Dribbling, Kicking, Passing and Trapping

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Walking Talking Spelling Bees (Card 14)

and refining personal musical ideas.  
**MU:Pr4.2.PreKa** With substantial guidance, explore and demonstrate awareness of musical contrasts.

**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 guidance, perform music with expression.

**MU:Re7.2.PreKa** With substantial guidance, explore musical contrasts in music.

**Music 2 1:00pm - 1:45pm**

- I □
- Mallet technique
- Vocal technique, contour
- Repertoire, prepare half note,
- Pulse

**Lesson / Instruction**

1. (10-15 min) **Rhythmic Reading (pg 11):** Rhythm Game with Instruments  
**Need: GAMEPLAN, GRADE ONE - PG 111, APPENDIX B**  
 1. Using 4-beat rhythm cards

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

**Recess 1:45pm - 2:00pm**

**PE 3 2:00pm - 2:45pm**

**Objective:**

- Cardiovascular Efficiency, Throwing

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up (5 min)**

- Partner Jog (Card 11)  
**Need: 12" Fabric or Rope to hang on to between partners**

**Go Fitness (12 min)**

- Crows and Cranes (Card 37)

**Go Activity: Flying Disc - CATCH Challenge III (15 min)** **Need: Frisbees and Hula Hoops, Score Sheets**

1. Flying Disc Golf (Card 432)

**Cool-down (5 min)**

- Need: Fitness Flash Cards (88, 89, 95, 103)**
- Go Loco! (Card 13)

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

**Materials / Resources / Technology**

- 12" Fabric or Rope to hang on to between partners
- Hula Hoops
- Score Sheets
- Fitness Flash Cards (88, 89, 95, 103)

**Standards**

and refining personal musical ideas.  
**MU:Pr4.2.PreKa** With substantial guidance, explore and demonstrate awareness of musical contrasts.

**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 guidance, perform music with expression.

**MU:Re7.2.PreKa** With substantial guidance, explore musical contrasts in music.

**Practice Time 1:00pm - 2:00pm**

**PE 5 1:45pm - 2:30pm**

**Objective:**

- Cardiovascular Efficiency, Throwing,

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up (5 min)**

- Partner Jog (Card 11)  
**Need: 12" Fabric or Rope to hang on to between partners**

**Go Fitness (12 min)**

S-E in 8 beats (spoken twice)

- Note: Tennessee has nine letters so you have to divide beats or add rests

7. Perform ABA (line 1 and 3 are the same)

3. (10-12 min) **Folk Dance (pg. 15): "La Raspa"**  
**Need: Recording of "La Raspa" from Terosos Mexicano's**

1. Quickly demo movement with a student before assigning partners
2. See teachers manual for dance

4. (10-12 min) **Speech Activity (pg 15): "Mary Last her Coat" Poem**  
**Need: Body Percussion Staff (Appendix C)**

1. Echo poem, one measure at a time, while patting the quarter notes pulse
2. Visualize the pulse using the body percussion staff (Appendix C)
3. Choose a few volunteers to change the ostinato; class performs while speaking poem
4. Review the term *Coda* as "something short that happens at the end of a piece of music" and use the last line of poem to generate ideas
5. Practice Coda: class together

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

- Octopus Tag (Card 98)

**Go Activity (15 min) - Dribbling and Passing (feet)**

- Kick-Kick (Card 208)

**Cool-down (5 min)**

- Partner High-5 Together (Card 12)

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

**Materials / Resources / Technology**

- Cones
- Hula Hoops
- Soccer Ball

**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

introduced last year (GAMEPLAN, GRADE ONE - PG 111, APPENDIX B) establish a game where the class performs the following sequence: Tapping

- Teacher presents one card, class speaks rhythm using Ta's and Ti's
  - Class taps rhythm on index fingers
  - Class pats rhythm alternating hands
  - Teacher shows next card and game continues
2. Transfer game to barred instruments set in C pentatonic (remove F's and B's)
  3. Tapping index fingers ⇒ Gently clicking mallets and Patting Knees ⇒ Alternating Hands on Instruments (any pitches available)
  4. **Make this a contest between teacher and students"**
    - **If no playing instruments while speaking rhythm or clicking mallets - the class gets a point**
    - **If someone plays out of turn - the**

**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 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

- Crows and Cranes (Card 37)

**Go Activity: Flying Disc - CATCH Challenge III (15 min)** **Need:** Frisbees and Hula Hoops, Score Sheets

1. Flying Disc Golf (Card 432)

**Cool-down (5 min)**

**Need:** Fitness Flash Cards (88, 89, 95, 103)

- Go Loco! (Card 13)

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

**Materials / Resources / Technology**

- 12" Fabric or Rope to hang on to between partners
- Hula Hoops
- Score Sheets
- Fitness Flash Cards (88, 89, 95, 103)

**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

*makes random comments as teacher conducts decrescendos (lower)*

6. *Suggested form:*

1. *Introduction - ostinato 4 times*
2. *Poem with ostinato*
3. *Coda - random comments with decrescendo*

5. **(10-12 min) Singing Game: "A Rig-A-Jig-Jig"**

**Need:** Piano

1. Review the activity from last week (pg 11)
2. See teachers manual for full description

1. **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**

**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.

skills to play with toys and people.

**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.

**Recess 1:45pm - 2:00pm**

*teacher gets a point*

2. (2-3 min) **Vocal Warm-Up (pg 11)**

- Sing a 4-beat melodic patterns on a nonsense syllable; class echos
- Encourage students to stand tall with arms at sides

3. (10-12 min) **Song with Game (pg 12): "Harvest Song"**  
**Need:** Playground Ball, BX, piano

- Introduce melody on a nonsense syllable
- When secure, add text and lead discussion about the harvest
- Note:** Reinforce melody on the piano
- Class pats knees every time the teacher bounces a playground ball (half note pulse)
  - GAME:** In a standing circle, class sings song while teacher bounces ball to the half note pulse. On the last syllable of the song, teacher bounces the ball to a student. The teacher accompanies on the BX (see score)

4. (5-8 min) **Movement Game (pg 12): Move and Freeze**  
**Need:** Recording of "Yankee Doodle"

individual differences in movement performance at all skill levels.  
**4.PE.16** Work safely with peers and equipment in physical activity settings.

**Q1 Band 2:45pm - 3:30pm**

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 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.

**Q1 Band 2:45pm - 3:30pm**

**MU:Cr1.1.3b** Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.  
**MU:Cr2.1.3a** Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.  
**MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.  
**MU:Pr5.1.3a** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.  
**MU:Pr5.1.3b** Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.  
**MU:Pr6.1.3a** Perform music with expression and technical accuracy.

**Music 4 1:45pm - 2:30pm**

**Objective:**

- Lines/Spaces
- Establishing a routine
- Rhythm patterns
- Ti-Ta-Ti
- Pulse, vocal repertoire

**Lesson / Instruction**

**PE 2 2:00pm - 2:45pm**

**Objective:**

- Traveling
- Fleeing, Dodging, Turning, Twisting, Stretching
- Dribbling, Kicking, Passing and Trapping

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Walking Talking Spelling Bees (Card 14)

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

- Octopus Tag (Card 98)

**Go Activity (15 min) - Dribbling and Passing (feet)**

- Frozen Dribble (Card 213)

**Cool-down (5 min)**

- Partner High-5 Together (Card 12)

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

**Materials / Resources / Technology**

- Cones
- Hula Hoops
- Soccer Ball

**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.

1. Partners game
2. Teacher plays pulse on drum, students move in pairs through space.
3. When the sound stops, the teacher names a body part (eg. elbow) and partners connect
4. Repeat using music and different body parts each time
5. **(12-15 min) Song with Instruments (pg 13): "Traffic Lights"**  
**Need:** Chart #2 (see APPENDIX A), BX, BM, *Don't have CBB - C (Contra Bass Bars)*
  1. Review SML melody by phrase with hand signals; students echo and identify song
  2. Pat the rhythm then move to BX or BM
  3. **GAME:**
    1. Assign students to barred instruments set in C pentatonic (remove F's and B's)
    2. Choose one student to be the conductor
    3. Sing song with bass instruments
    4. After each verse, the conductor randomly points to the colored lights on Chart #2
  5. Instruments freely improvise
    1. *Green = Play Quickly*

1. **(5-10 min) Melodic Reading (pg. 13): Treble Clef Cards**  
**Need:** Visual #2 (treble Clef cards #1-9) Appendix B
  1. Before introducing the flash cards, review FACE for notes in between the ledger lines.
  2. Go through cards in order, then mix them up.
  3. Refer to the wall chart for Mnemonics
2. **(15-18 min) Recorder Overview and Procedures (pg. 13): Beginning Recorder**  
**Need:** Recording of "*Courante*" by Pierre Caroubel
  1. Introduce Recorder - Give Brief historical perspective (over 900 years old, forerunner to the flute, traditionally made of wood)
  2. Explain the recorder is a member of a larger family which "I'll explain later
  3. Play recording above and ask:
    - "What other instrument in in the song?"
    - "What does the music make you want to do?" (dance/ move)
  4. Label the parts of the recorder (mouthpiece, body,, bell, front, and back)
  5. Demonstrate how to breath through the recorder "Use

- 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.
- 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.

2. *Yellow = Play Slowly*
3. *Red = Stop*
6. **(5-8 min) Singing Game (pg 13):** Draw a Bucket of Water (see pg 10)
  1. Review game from last week
  2. From groups of 4 in a square (partners opposite with hands joined)
    1. **GAME:**
      1. Keeping a half note pulse, students perform a pullingJump motion (alternating arms) while singing the song
      2. During the last two measures the partners whose arms are on top raise on side to allow that students to duck under
      3. Repeat song 4 times, until all students are "inside the well"
      4. **Note:** After the 4th repetitions all arms will be behind. Students jump up and down while circling to the left, chanting the

an imaginary candle/flame by holding finger in front of mouth"

- Proper amount of air "don't blow the candle out"

6. Prepare tonguing using "duh" sound, barley touch the tip
  - Hold instrument down

3. **(15-18 min) Recorder Activity (pg.**

**14):** Recorder - B

**Need:** Recorders, GRADE #3 Visual #13 (see Appendix B), 12 Recorder Fingering Charts

1. *Seated on floor in rows, recorders on floor (bell/bottom) facing left, back hole toward them*
2. Demo how to pick up the recorder: using left hand, thumb covers back hole, index finger covers first hole, middle finger to 2nd hole, and ring finger on third hole (**LEFT PINKY IS NOT USED**)
  1. Have students place right hands behind backs
3. Demonstrate resting position with bell on left knee
4. Have students practice picking up the recorder, demonstrate resting position, and placing back on floor - **REPEAT WITH EYES CLOSED**
5. Demo covering the holes tightly to

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.

**Q1 Band 2:45pm - 3:30pm**

following 3  
times:

- Jump,  
Jump,  
Sug-ar  
Jump,  
You all  
jump  
Down!
- ***Don't  
be  
surpris  
ed if  
everyo  
ne falls  
down  
before  
you  
reach  
the  
end!***

### Standards

**MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

**MU:Cn11.0.2a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

**MU:Cr3.1.2a** Interpret and apply personal, peer, and teacher feedback to revise personal music.

**MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble

create a circular  
indentation on pad  
of each finger;  
hand students copy

6. Playing B -  
Imitation:
  1. Demo fingering for B, thumb on back hole, index on first hole, adding right hand to hold the bell
  2. Echo four-beat rhythm patterns on B
  3. Give smaller groups the opportunity to play, echo four-beat, (in one row, those wearing red, for etc.)
7. Paying B -  
Visualization
  1. Review GRADE # RHYTHM CARDS as flash cards (students speak and clap rhythms (recorders on the floor)
  2. Choose rhythms to post
  3. Challenge class to play each rhythm on B (*no 16th notes*)
8. Playing B -  
Exploration
  1. Review the rhythm used in the name game (pg 1)
  2. | | | ?? rest
  3. Students practice speaking their names in 4 beats

performances, individually or in collaboration with others.

**Band 5 1:45pm - 2:30pm**

**Objective:**

- Practice vocal and instrumental songs to 100% proficiency

**Lesson / Instruction**

**Procedure:**

1. (15-18 min) Recorder

**Overview and Procedures (pg. 13):** Beginning Recorder

**Need:** Recording of "*Courante*" by Pierre Caroubel

1. Introduce Recorder
  - Give Brief historical perspective (over 900 years old, forerunner to the flute, traditionally made of wood)
2. Explain the recorder is a member of a larger family which "I'll explain later
3. Play recording above and ask:
  - "What other instrument in in the song?"
  - "What does the music make you want to do?" (dance/ move)
4. Label the parts of the recorder (mouthpiece, body,, bell, front, and back)
5. Demonstrate how to breath through the recorder "Use an imaginary candle/flame by

9. Students play the above on B using the rhythm of their names

10. Choose 4 volunteers to play as soloists, class echoes each solo

4. Clean up Procedure:

1. Ask two students to collect and clean the recorders

**Standards**

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

**MU:Cr1.1.4b** Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

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

**MU:Pr6.1.4a** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

holding finger in front of mouth"  
▪ Proper amount of air "don't blow the candle out"

6. Prepare tonguing using "duh" sound, barley touch the tip  
▪ Hold instrument down

2. **(15-18 min) Recorder Activity: BAG (pg. 13):**

**Need:** Recorders, GRADE #3 Visual #13 (see Appendix B), 12 Recorder Fingering Charts

1. *Seated on floor in rows, recorders on floor (bell/bottom) facing left, back hole toward them*
2. Demo how to pick up the recorder:  
using left hand, thumb covers back hole, index finger covers first hole, middle finger to 2nd hole, and ring finger on third hole  
**(LEFT PINKY IS NOT USED)**
  1. Have students place right hands behind backs
3. Demonstrate resting position with bell on left knee
4. Have students practice picking up the recorder, demonstrate resting position, and placing back on floor - **REPEAT WITH EYES CLOSED**
5. Demo covering the holes tightly to create a circular indentation on pad

- of each finger;  
hand students copy
6. Playing B -  
Imitation:
    1. Demo fingering for B, thumb on back hole, index on first hole, adding right hand to hold the bell
    2. Echo four-beat rhythm patterns on B
    3. Give smaller groups the opportunity to play, echo four-beat, (in one row, those wearing red, for etc.)
  7. Playing B -  
Visualization
    1. Review GRADE # RHYTHM CARDS as flash cards (students speak and clap rhythms (recorders on the floor)
    2. Choose rhythms to post
    3. Challenge class to play each rhythm on B (*no 16th notes*)
  8. Playing B -  
Exploration
    1. Review the rhythm used in the name game (pg. 1)
    2. | | | ?? rest
    3. Students practice speaking their names in 4 beats
    4. Students play the above on B using the

- rhythm of  
their names
5. Choose 4  
volunteers to  
play as  
soloists, class  
echoes each  
solo
  9. Practice A and G in  
the same manner
  10. Handout Recorder  
Packets: Cool  
Tunes
  11. Teach B, A, G on  
the treble clef scale
  12. Play Tune #1 from  
the Recorder  
Packet: "*In the  
Bag*"
  13. Clean up  
Procedure:
    1. Ask two  
students to  
collect and  
clean the  
recorders
  14. **Practice:** Boom  
Wacker song  
"Rudolph The Red  
Nosed Reindeer"

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.

**Materials /  
Resources /  
Technology**

- Recorders
- Recorder Packets:  
Cool Tunes
- Boom Wackers
- Boom Wacker 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 2:45pm - 3:30pm**