

Monday 10/17/2022	Tuesday 10/18/2022	Wednesday 10/19/2022	Thursday 10/20/2022	Friday 10/21/2022
<p><b>Breakfast Duty 8:00am - 8:30am</b></p>	<p><b>Breakfast Duty 8:00am - 8:30am</b></p>	<p><b>Breakfast Duty 8:00am - 8:30am</b></p>		
<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p>	<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p>	<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p>		
<p><b>Notes / Reflection</b></p> <ol style="list-style-type: none"> <li>1. <b>Star Spangled Banner - Madison on Piano</b></li> <li>2. <b>Deck the Halls - Band</b></li> <li>3. <b>Silver Bells - Choir</b></li> </ol> <p><b>Trumpet:</b> Danian, Cale, <b>Clarinet:</b> Lillianna, JuLisa, Nathan, Piper <b>Tuba:</b> Joe <b>Xylophone and Piano:</b> Jaxson <b>Piano:</b> Madison <b>Drums and Flute:</b> Gabe <b>Tenor Sax:</b> Ashton</p>	<p><b>Notes / Reflection</b></p> <ol style="list-style-type: none"> <li>1. <b>Star Spangled Banner - Madison on Piano</b></li> <li>2. <b>Deck the Halls - Band</b></li> <li>3. <b>Silver Bells - Choir</b></li> </ol> <p><b>Trumpet:</b> Danian, Cale, <b>Clarinet:</b> Lillianna, JuLisa, Nathan, Piper <b>Tuba:</b> Joe <b>Xylophone and Piano:</b> Jaxson <b>Piano:</b> Madison <b>Drums and Flute:</b> Gabe <b>Tenor Sax:</b> Ashton</p>	<p><b>Notes / Reflection</b></p> <ol style="list-style-type: none"> <li>1. <b>Star Spangled Banner - Madison on Piano</b></li> <li>2. <b>Deck the Halls - Band</b></li> <li>3. <b>Silver Bells - Choir</b></li> </ol> <p><b>Trumpet:</b> Danian, Cale, <b>Clarinet:</b> Lillianna, JuLisa, Nathan, Piper <b>Tuba:</b> Joe <b>Xylophone and Piano:</b> Jaxson <b>Piano:</b> Madison <b>Drums and Flute:</b> Gabe <b>Tenor Sax:</b> Ashton</p>		
<p><b>Objective:</b></p> <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 150 BPM (beats per minute) to 100% proficiency</li> <li>• Sing ostinato with rest of class t 90% accuracy</li> </ul>	<p><b>Objective:</b></p> <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 150 BPM (beats per minute) to 100% proficiency</li> <li>• Sing ostinato with rest of class t 90% accuracy</li> </ul>	<p><b>Objective:</b></p> <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 150 BPM (beats per minute) to 100% proficiency</li> <li>• Sing ostinato with rest of class t 90% accuracy</li> </ul>		
<p><b>Lesson / Instruction</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have all students come together at the beginning of class and play at 150 bpm</li> <li>2. Practice instruments individually</li> <li>3. At 9:20am have students come back together for singing, <i>CONSIDER OSTINATO "Silver Bells"</i></li> </ol>	<p><b>Lesson / Instruction</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have all students come together at the beginning of class and play at 150 bpm</li> <li>2. Practice instruments individually</li> <li>3. At 9:20am have students come back together for singing, <i>CONSIDER OSTINATO "Silver Bells"</i></li> </ol>	<p><b>Lesson / Instruction</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Have all students come together at the beginning of class and play at 150 bpm</li> <li>2. Practice instruments individually</li> <li>3. At 9:20am have students come back together for singing, <i>CONSIDER OSTINATO "Silver Bells"</i></li> </ol>		

**Note:** *Let students know we only have 10 weeks until presentation!*

### Standards

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

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

**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:Cr3.2** 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:Cr2.1.8a** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within

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**MU:Cr2.1.8a** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within

expanded forms that demonstrate tension and release, unity and variety, balance, and 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:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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

**MU:Pr4.2.8b** When analyzing selected music, sight-read in treble or bass

expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

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**MU:Pr4.2.8b** When analyzing selected music, sight-read in treble or bass

clef simple rhythmic, melodic, and/or harmonic notation.

**MU:Pr4.3.8a** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

**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.

**MU:Re9.1.8a** Apply appropriate personally-developed criteria to evaluate musical works or performances.

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**Band/Choir 6 9:33am - 10:25am**

**Notes / Reflection**

1. We Wish You a Merry Christmas - Piano by Rooney and Aliya, Xylophone by Addy
2. Snowman - 6th Grade Choir
3. Original Ukulele Solo - Written, Played and Sung by Eilla

**Objective:**

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

**Lesson / Instruction**

**Procedure:**

1. Practice individual instruments and pieces
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**

**MU:Re9.1.6a** Apply teacher-provided criteria to evaluate musical works or performances.

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

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

**MU:Cr1.1.6a** Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA 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:Cr2.1.6b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic

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**MU:Cr2.1.6b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic

phrases, and two-chord harmonic musical ideas.

**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 and/or context, and explain why each was chosen.

**MU:Pr4.2.6b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

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<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:Pr6.1.6a</b> Perform the music with technical accuracy to convey the creator's intent.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re7.1.6a</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</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:Pr6.1.6a</b> Perform the music with technical accuracy to convey the creator's intent.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re7.1.6a</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</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:Pr6.1.6a</b> Perform the music with technical accuracy to convey the creator's intent.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re7.1.6a</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>
<p>Prep 10:28am - 11:30am</p>	<p>Prep 10:28am - 11:30am</p>	<p>Prep 10:28am - 11:30am</p>
<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>
<p><b>Music PK 12:15pm - 1:00pm</b></p> <p><b>Notes / Reflection</b></p> <p>Frosty the Snowman - PK and Kindergarten Choir with Percussion</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Pulse/time/space/shape/force</li> <li>• Prepare SM, unpitched percussion technique,</li> <li>• following a conductor, same/ different</li> <li>• Dramatic Play</li> <li>• Repertoire</li> </ul> <p><b>Lesson / Instruction</b></p>	<p><b>PE PK 12:15pm - 1:00pm</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Exhibit a variety of small motor skills</li> <li>• Perform increasingly more sophisticated actions requiring hand-eye coordination.</li> <li>• Exhibit physical reflexes in response to stimulation.</li> <li>• Demonstrate skills to move in the environment.</li> <li>• Perform large motor movement alone or with others.</li> </ul>	<p><b>Music K 12:15pm - 1:00pm</b></p> <p><b>Notes / Reflection</b></p> <p>Frosty the Snowman - PK and Kindergarten Choir with Percussion</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Pulse/time/space/shape/force</li> <li>• Prepare SM, unpitched percussion technique,</li> <li>• following a conductor, same/ different</li> <li>• Dramatic Play</li> <li>• Repertoire</li> </ul> <p><b>Lesson / Instruction</b></p>

1. **(8-10 min) Song with Movement:** "*We Are Scary Skeletons*" (pg. 29)  
**Materials:** Hand drum, piano

1. Introduce song, echo on ephrase at a time
2. Movement warm up, practice starting and stopping to music
3. Introduce song, add movement, freeze on "Boo!"
4. Explore different locomotor skills "...jumping down the street" to the song

2. **(5-8 min) Song with Instruments:** "Peter, Peter, Pumpkin Eater (pg 30)  
**Materials:** Multiple Instruments

1. Review song
2. In a seated circle have box of instruments in the middle
3. Have "Peter" walk around circle while all sing, taps another then picks an instrument to keep the beat
4. Song continues until all students have an instrument

3. **(5-8 min) Singing**  
**Activity:** "*What Will You Be on Halloween?*" (pg 30)  
**Materials:** Bean Bag

1. OPPORTUNITY FOR INFORMAL ASSESSMENT
2. Sing to student in form of a question
3. Students answers back

4. **(2-3 min) Movement**  
**Game:** Color Game (pg 31)

- Focus eyes on near and far objects
- Demonstrate an awareness of her body in space.
- Attempt new large and small motor activities
- Participate in simple games, dance, outdoor play, and other forms of movement.
- Participate in physically active games with peers.

**Lesson / Instruction**

1. **Baseball Outside** - Baseball Field  
**Materials:** Bat, Balls, Large Orange Cone for T-Square, Polyspots for bases

1. Tailor to each grade level

**Standards**

**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.

**2.2e** Demonstrate skills to move in the environment.

**2.2h** Perform large motor movement alone or with others.

**2.3b** Focus eyes on near and far objects.

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4. **(2-3 min) Movement**  
**Game:** Color Game (pg 31)

**Materials:** Visual #2 Regular Colors

1. Do in silence

5. **(5-8 min) Movement**  
**Game:** Color Game (pg 31)  
**Materials:**  
Visual #2, Recording, "*Allegro from Symphony #7*" Beethoven

1. Do in silence

6. **(8-10 min) Speech Activity with Instruments:** "*Old Mrs. Witch*" (pg 32)  
**Materials:** Vibraslap, Glockenspiel, Broom

1. Echo by phrase
2. Prepare with body percussion
3. Add game

7. **(3-5 min) Song with Movement:** "*Down in the Valley*" (pg 33)  
**Materials:** Recording, Book

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

1. Seated circle take turns leading the poem (hold the card)
2. Determines where the witch has an itch and scratches while repeating the poem.
3. Repeat with each students

**Standards**  
**MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.  
**MU:Cn11.0** Connect 11 - Relate musical ideas and

**2.3f** Demonstrate an awareness of her body in space.

**2.6a** Attempt new large and small motor activities.

**2.6d** Participate in simple games, dance, outdoor play, and other forms of movement.

**2.6f** Participate in physically active games with peers.

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

**Objectives:**

- Exhibit a variety of small motor skills
- Perform increasingly more sophisticated actions requiring hand-eye coordination.
- Exhibit physical reflexes in response to stimulation.
- Demonstrate skills to move in the environment.
- Perform large motor movement alone or with others.
- Focus eyes on near and far objects
- Demonstrate an awareness of her body in space.
- Attempt new large and small motor activities
- Participate in simple games, dance, outdoor play, and other forms of movement.
- Participate in physically active games with peers.

**Materials:** Visual #2 Regular Colors

1. Do in silence

5. **(5-8 min) Movement**  
**Game:** Color Game (pg 31)  
**Materials:**  
Visual #2, Recording, "*Allegro from Symphony #7*" Beethoven

1. Do in silence

6. **(8-10 min) Speech Activity with Instruments:** "*Old Mrs. Witch*" (pg 32)  
**Materials:** Vibraslap, Glockenspiel, Broom

1. Echo by phrase
2. Prepare with body percussion
3. Add game

7. **(3-5 min) Song with Movement:** "*Down in the Valley*" (pg 33)  
**Materials:** Recording, Book

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

1. Seated circle take turns leading the poem (hold the card)
2. Determines where the witch has an itch and scratches while repeating the poem.
3. Repeat with each students

**Standards**  
**MU:Cr1.1.PreKa** With substantial guidance, explore and experience a variety of music.  
**MU:Cr2.1.PreKa** With substantial guidance, explore

works with varied context to deepen understanding.

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

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

**MU:Pr4.1.PreKa** With substantial guidance, demonstrate and state

### Lesson / Instruction

1. **Baseball Outside** - Baseball Field

**Materials:** Bat, Balls, Large Orange Cone for T-Square, Polyspots for bases

1. Tailor to each grade level

### Standards

**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.

**2.2e** Demonstrate skills to move in the environment.

**2.2h** Perform large motor movement alone or with others.

**2.3b** Focus eyes on near and far objects.

**2.3f** Demonstrate an awareness of her body in space.

**2.6a** Attempt new large and small motor activities.

**2.6d** Participate in simple games, dance, outdoor play, and other forms of movement.

**2.6f** Participate in physically active games with peers.

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

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

**MU:Pr4.1.PreKa** With substantial guidance, demonstrate and state preference for varied musical selections.

**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.

Recess 1:45pm - 2:00pm

preference for varied musical selections.

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

**MU:Pr6.1.PreKa** With substantial guidance, perform music with expression.

**MU:Re8.1** Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

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

#### Notes / Reflection

1. **Jingle Bells - 1st and 2nd Bell Choir**
2. **O Christmas Tree - 1st and 2nd Choir**

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

#### Objectives:

- Exhibit a variety of small motor skills
- Perform increasingly more sophisticated actions requiring hand-eye coordination.
- Exhibit physical reflexes in response to stimulation.
- Demonstrate skills to move in the environment.
- Perform large motor movement alone or with others.
- Focus eyes on near and far objects
- Demonstrate an awareness of her body in space.
- Attempt new large and small motor activities
- Participate in simple games, dance, outdoor play, and other forms of movement.
- Participate in physically active games with peers.

#### Lesson / Instruction

1. **Baseball Outside** - Baseball Field  
**Materials:** Bat, Balls, Large Orange Cone for T-Square, Polyspots for bases  
1. Tailor to each grade level

#### Standards

- 2.1c** Exhibit a variety of small motor skills.

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

**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:Cr3.1.Ka** With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

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

**MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.

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

**Objective:**

- Label forte/piano
- SML
- 1/4, 1/8 and rest notes, phrase
- Pulse
- Contour, Mallet Technique
- Pulse, AB

**Lesson / Instruction**

1. **(8-10 min) Speech**

**Activity:** Three Little Muffins (pg. 22)

**Materials:** Forte,Piano cards (make them)

1. Echo text:
  1. Line 1 = normal
  2. Line 2 = Softly from "You know the kind with honey..."
  3. Coda = Loud
  4. Repeat with addl verses
  5. Ask which part is forte and which is piano

2. **(10-12 min) Notation**

**Activity:** Notating So-Mi-La (pg. 23)

**Materials:** GRADE ONE VISUAL B. note disks

3. **(12-15min) Rhythm**

**Reading:** Rhythm Cards (pg. 23)

**Materials:** Chart #5, Visual #3 (ghosts), Hand Drums with Mallets, Rhythm Sticks

1. Echo melody with text (2 measures at a time) w/piano
2. Present card and Chart
3. Choose students place ghosts on card to create a rhythmic phrase
4. A -Song 2x
5. B- Speak Rhythm 2x

**2.1f** Perform increasingly more sophisticated actions requiring hand-eye coordination.

**2.2a** Exhibit physical reflexes in response to stimulation.

**2.2e** Demonstrate skills to move in the environment.

**2.2h** Perform large motor movement alone or with others.

**2.3b** Focus eyes on near and far objects.

**2.3f** Demonstrate an awareness of her body in space.

**2.6a** Attempt new large and small motor activities.

**2.6d** Participate in simple games, dance, outdoor play, and other forms of movement.

**2.6f** Participate in physically active games with peers.

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

appropriate to the audience and context.

**MU:Pr4.2.Ka** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

**MU:Pr5.1.Ka** With guidance, apply 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:Re7.2.Ka** With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

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

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

**Objectives:**

- Exhibit a variety of small motor skills
- Perform increasingly more sophisticated actions requiring hand-eye coordination.
- Exhibit physical reflexes in response to stimulation.

6. Repeat
7. Divide class into two and have 1/2 do quarter notes and other 1/2 8th notes with instruments
4. **(8-10min) Movement**  
**Game:** "*Funeral March of a Marionette*" (pg 24)  
**Materials:** Smartboard, Hand Drum, Recording
  1. Class chooses five or six Halloween characters, list on board
  2. Students practice freezing into the shape of each character when music stops
5. **(10-12 min) Song with Instruments:** "*Skin and Bones*" (pg 25) **Materials:** CBB-E (bass bars), BM, barred instruments, xylo
  1. Sing song
  2. Teach verses
  3. Class identifies downward contour ("Oo-oo-oo-ooo").
  4. Teach on xylos (allow all to try)

#### Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- MU:Cr1.1** Imagine - Generate musical ideas for

- Demonstrate skills to move in the environment.
- Perform large motor movement alone or with others.
- Focus eyes on near and far objects
- Demonstrate an awareness of her body in space.
- Attempt new large and small motor activities
- Participate in simple games, dance, outdoor play, and other forms of movement.
- Participate in physically active games with peers.

#### Lesson / Instruction

1. **Baseball Outside** - Baseball Field  
**Materials:** Bat, Balls, Large Orange Cone for T-Square, Polyspots for bases
  1. Tailor to each grade level

#### Standards

- 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.
- 2.2e** Demonstrate skills to move in the environment.

various purposes and contexts.

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

**MU:Cr3.2.2a** Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

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

**MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.

**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:Pr4.2.2b** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

**2.2h** Perform large motor movement alone or with others.

**2.3b** Focus eyes on near and far objects.

**2.3f** Demonstrate an awareness of her body in space.

**2.6a** Attempt new large and small motor activities.

**2.6d** Participate in simple games, dance, outdoor play, and other forms of movement.

**2.6f** Participate in physically active games with peers.

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

**MU:Pr4.3.2a** Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

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

**MU:Re9.1.2a** Apply personal and expressive preferences in the evaluation of music for specific purposes.

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

#### Notes / Reflection

- Rudolph The Red Nosed Reindeer - **Boomwhacker Band**
- My Favorite Things - **Choir with Ukuleles**
- **Also working with Recorders (no concert music)**

#### Objectives:

- Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time
- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation
- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the element of music.

**Lesson / Instruction**

1. Focus Exclusively on Ukuleles to get ready for the concert
  1. Use Ukulele music from folder

**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.

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

**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.

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

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:Pr4.2.5b** When analyzing selected music, read and perform using standard notation.

**MU:Pr5.1.5b** Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

**MU:Pr6.1.5a** Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

**MU:Re9.1.5a** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

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