

Monday 10/10/2022	Tuesday 10/11/2022	Wednesday 10/12/2022	Thursday 10/13/2022	Friday 10/14/2022
Breakfast Duty	Breakfast Duty	Breakfast Duty	Breakfast Duty	Breakfast Duty
<p>Band/Choir 7 & 8 Lesson / Instruction</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have all students come together at the beginning of class and play at 150 bpm 2. Practice instruments individually 3. At 9:20am have students come back together for singing, <i>CONSIDER OSTINATO "Silver Bells"</i> <p>Note: Let students know we only have 10 weeks until presentation!</p>	<p>Band/Choir 7 & 8 Lesson / Instruction</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have all students come together at the beginning of class and play at 150 bpm 2. Practice instruments individually 3. At 9:20am have students come back together for singing, <i>CONSIDER OSTINATO "Silver Bells"</i> <p>Note: Let students know we only have 10 weeks until presentation!</p>	<p>Band/Choir 7 & 8 Lesson / Instruction</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have all students come together at the beginning of class and play at 150 bpm 2. Practice instruments individually 3. At 9:20am have students come back together for singing, <i>CONSIDER OSTINATO "Silver Bells"</i> <p>Note: Let students know we only have 10 weeks until presentation!</p>	<p>Band/Choir 7 & 8 Lesson / Instruction</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have all students come together at the beginning of class and play at 150 bpm 2. Practice instruments individually 3. At 9:20am have students come back together for singing, <i>CONSIDER OSTINATO "Silver Bells"</i> <p>Note: Let students know we only have 10 weeks until presentation!</p>	<p>Band/Choir 7 & 8 Lesson / Instruction</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have all students come together at the beginning of class and play at 150 bpm 2. Practice instruments individually 3. At 9:20am have students come back together for singing, <i>CONSIDER OSTINATO "Silver Bells"</i> <p>Note: Let students know we only have 10 weeks until presentation!</p>
<p>Standards</p> <p>MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates</p>	<p>Standards</p> <p>MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates</p>	<p>Standards</p> <p>MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates</p>	<p>Standards</p> <p>MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates</p>	<p>Standards</p> <p>MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates</p>

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 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.

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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 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,

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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.

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

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Band/Choir 6

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.

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

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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:Cr1.1.6a 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 phrases, and two-chord harmonic musical ideas.

MU:Cr3.1.6a Evaluate their own work, applying teacher-

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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.

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>and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p>MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p> <p>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p>and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p>MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p> <p>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p>and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p>MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p> <p>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p>and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p>MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p> <p>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p>and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p>MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p> <p>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>
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<p>Lunch</p>	<p>Lunch</p>	<p>Lunch</p>	<p>Lunch</p>	<p>Lunch</p>
<p>Music PK</p> <p>Lesson / Instruction</p> <p>1. (8-10 min) Singing Game: "<i>The Farmer in the Dell</i>" (pg 26) Tell students that this game was brought to the US in the 1880's by German immigrants. and a dell is a shallow or small valley surrounded by trees</p> <ol style="list-style-type: none"> Students are standing in a circle, teacher selects one to be the farmer Farmer walks around the outside of the circle while students begin singing The student then picks a wife and they continue around the circle 	<p>PE PK</p> <p>Lesson / Instruction</p> <p>Procedures: (10 min)</p> <ul style="list-style-type: none"> 3 Laps Drinks Bathroom <p>Warm-up (5 min)</p> <ul style="list-style-type: none"> Sticky Popcorn (Card 15) <p>Go Fitness - Tag You're It! - Aerobic Games (12 min)</p> <ul style="list-style-type: none"> Find the Treasure (Card 100) Need: Bean or small item <p>Go Activity (15 min) - Dribbling and Passing (feet)</p> <ul style="list-style-type: none"> Triangle Pass (Card 209) Need: (per 3-5 students) 1 ball, 4 cones, 3 bean bags <p>Cool-down (5 min)</p> <ul style="list-style-type: none"> Sticky Popcorn (Card 15) <p>Standards</p>	<p>Music K</p> <p>Lesson / Instruction</p> <p>1. (8-10 min) Singing Game: "<i>The Farmer in the Dell</i>" (pg 26) Tell students that this game was brought to the US in the 1880's by German immigrants. and a dell is a shallow or small valley surrounded by trees</p> <ol style="list-style-type: none"> Students are standing in a circle, teacher selects one to be the farmer Farmer walks around the outside of the circle while students begin singing The student then picks a wife and they continue around the circle 	<p>PE 1</p> <p>Lesson / Instruction</p> <p>Procedures: (10 min)</p> <ul style="list-style-type: none"> 3 Laps Drinks Bathroom <p>Warm-up (5 min)</p> <ul style="list-style-type: none"> Sticky Popcorn (Card 15) <p>Go Fitness - Tag You're It! - Aerobic Games (12 min)</p> <ul style="list-style-type: none"> Find the Treasure (Card 100) Need: Bean or small item <p>Go Activity (15 min) - Dribbling and Passing (feet)</p> <ul style="list-style-type: none"> Triangle Pass (Card 209) Need: (per 3-5 students) 1 ball, 4 cones, 3 bean bags <p>Cool-down (5 min)</p> <ul style="list-style-type: none"> Sticky Popcorn (Card 15) <p>Standards</p>	<p>Music 1</p> <p>Lesson / Instruction</p> <p>1. (10-12 min) Song with Game (pg. 10): "<i>The Muffin Man</i>" Need: Chart #1, Visual #1, masking tape</p> <ol style="list-style-type: none"> Review song Present the chart with muffins taped to plates Teacher keeps pulse pointing to each plate: students say "Yum" for each muffin Use the chart as an 8-beat interlude (in the middle) to the muffin son Have a student remove 1 muffin and sing the song using the empty plate as a REST

4. The wife picks a child, then the child picks a dog and so forth
 5. After all characters are chosen, they then say "Good Bye" to all the characters one until the cheese character stands alone
 6. The cheese becomes the new farmer
2. **(5-8 min) Story with Movement:** "*Barnyard Dance*" (pg 27)
Materials: Book: "Barnyard Dance" by Sandra Boynton,
Recording: "*Ho-Down from Rodeo*" by Aaron Copland, Antal Dorati - Detroit Symphony Orchestra
1. Read book, discuss types of movements in the book
 2. Read a 2nd time while playing recording
 3. Ask students "Why does this music make you want to dance?"
3. **(8-10 mins) ASSESSMENT #1:**
Clap Your First Name (pg 27 / see pg 6 for instructions)
1. Students speak and clap? first name (+ or _)
4. **(5-8 min) Speech Activity with Movement:** "*With My Little Broom*" (pg 28)
1. Echo poem by phrase
 2. Students suggest actions for

- 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.
- 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.

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- 4.1b** Repeat actions again and again to see effects.
- 4.1e** Investigate how things move.
- 4.1g** Show interest in new activities.

6. **Keep going until all muffins are gone**
2. **(12-15 min) Song with Game:** "*Fang and Twang*" (pg 14):
Need: Two puppets
1. In a seated circle, one puppet on each hand sing "*Fang and Twang*" (puppets singing "Hello")
 2. Give one puppets to two students to do the "Hello"
 3. Keep passing puppets around until all students have had a chance to sing with the puppets
3. **(5 min) Finger Play/ Pulse Activity:** "*Itsy Bitsy Spider*" by Carly Simon (pg 15):
Need: Recording
1. Students copy the actions of the teacher while listening to the song (Pinky to Thumb)
4. **(15 mins) Speech Activity:** "*Legs and All*" (pg 15): "Hickory, Dickory Dock" (see pg. 5)
Need: Smartboard, Xylo
1. Echo by phrase
 2. Notate pulse on board while students pat knees
 3. Demonstrate on Xylo
 4. Give every student an instrument to play while speaking the poem
5. **(5 min) Movement Activity:** Moving Like a Spider (pg. 16)
- Standards**
MU:Cn10.0 Connect 10 - Synthesize and

repeated words
eg.:

- *Sweep* = Sweeping Motion
- *Creep* = Tip Toeing
- *Peep* = Point to Eyes
- *Sleep* = Rest Head on Palms

3. Perform poem with actions
4. Add addl. text (see manual) with actions after poem
5. Encourage vocal qualities (witch voice, quiet voice, yawning voice, etc.)

5. (10-12 min) **Song with Instruments:** "Peter. Peter. Pumpkin Eater" (pg 28)
Materials: Lummi sticks, tambourine,

maracas,
cowbell, wood block,
coconut shells, BX

1. Sing song while patting pulse (echo one measure at a time)
2. In a seated circle, put all instruments in the middle
3. While singing song one student (Peter) walks around the outside and on the last word picks a student.
4. Peter picks up an instrument and sits and plays pulse while other student walks around the circle and copies the 1st student until all the instruments are gone

6. (8-10 min) **Song with Movement:** "We Are

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

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up (5 min) - Copy Cat

- (Card 19)

Go Fitness (12 min) - Musical Hoops

Need: Hula Hoops

- (Card 39)

Go Activity: Flying Disc - CATCH Challenge III (15 min)

Need: Frisbee

1. All-Run Flying Disk (Card 433)

Cool-down (5 min) - Copy Cat

- (Card 19)

Standards

4.PE.3 Discuss the origin of a variety of games, sports, or

repeated words
eg.:

- *Sweep* = Sweeping Motion
- *Creep* = Tip Toeing
- *Peep* = Point to Eyes
- *Sleep* = Rest Head on Palms

3. Perform poem with actions
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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.

Music 3

Lesson / Instruction

1. (2-3 min) **Rhythmic Training:** Four Beats After (pg. 21)
 1. Echo 4 beat pattern with students starting 4 beats after teacher (see page 13)
2. (15-18 min) **Song with Instruments:** "Old Joe Clarke" (pg 21)
Materials: Piano, Temple Blocks, Conga Drum
 1. In a circle with conga and blocks in the center accompanied by piano, teach song
 2. Students sing the first 8 measures, and do body percussion for the last 8 measures

relate knowledge and personal experiences to make music.

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

FITNESS WEEK

Lesson / Instruction

1. **Procedures: (10 min)**
 - o 3 Laps
 - o Drinks
 - o Bathroom
2. **Discuss 3 benefits of physical activity**
3. **Discuss the procedure for the fitness tests (transition, how to score each other, etc.**
4. **Tell students they will be tested once a**

Scary Skeletons" (pg. 29) **Materials:**
Hand drum, piano

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

Music 2
Lesson / Instruction

1. (2-3 min) **Melodic Reading** (pg. 18)
Materials: Visual #1 (SML Card- So, Mi, La), Solfege on Phone
 1. Present cards one at a time
 2. Point to each circle and sing melodic fragment students echo with solfege and hand signs
2. (8-10 min)
Assessment:
Assessing Wood/ Timbre Metals (pg. 2)
Materials: Test #1, SX/AG/SM Soprano Xylo, Alto Glock, Soprano Metallophone
3. (8-10 min) **Rhythm Reading:** Rhythm Cards (pg. 20)
Materials: Body Percussion Staff
 1. Read through GRADE ONE: VISUAL #6 one at a time
 2. Class speaks using Ta's and Ti's
4. (5 min) **Rhythm Game:** "Rhythm Game" (pg 21)
 1. Introduce two flagged eighth notes as another way to visualize

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 individual differences in movement

6. (8-10 min) **Song with Movement:** "We Are Scary Skeletons" (pg. 29) **Materials:**
Hand drum, piano
 1. Movement warm up, practice starting and stopping to music
 2. Introduce song, add movement, freeze on "Boo!"
 3. Explore different locomotor skills
"...jumping down the street"

Standards

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

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

3. Add in instruments for certain measures (see teacher's manual)
3. (5-8 min) **Melodic Reading:** Major Pentatonic Cards (pg. 22)
Materials: Chart #2, Visual #2, Visual #3
 1. Use Chart #2 and Visual #2 to review SLMRD
 2. Pointing to each circle on cards, sing entire card
(USE PIANO TO GUIDE)
4. (10-20 min) **Group Project:** Exploring Different Pulses (pg 23) **Materials:** Hand Drum, Visual #4
Recording: Mr. E (Amazon) Concerto Grosso (Spotify)
 1. Show students quarter note, half note and whole note on piano
 2. Have students demo the beat
 3. Divide students into groups of 6 (3 pairs) and give them several note cards from Visual #4
 4. After some time have student pairs volunteer to demo the visuals they have (using taps, pats, etc.)
5. (15-18 min) **Speech Activity with Instruments:** "Papa Moses" (pg 24)
Materials: Barred Instruments, Conga Drums (2-3)
 1. Ostinato with speech and instruments
 1. Introduction - ostinato 4 times

month (so exercising at home to increase strength and endurance will help)

5. **Discuss rules**
6. **Informally fill out out "My Fitness Journey - Record Chart" for each student (names already filled out)**
 - Completes 5 sit-ups Independently
 - Completes 8 push-ups with good form, given 1 demonstration
 - Skips forward 10 feet
 - Completes half mile run in 6 minutes
7. **Break up class into groups**
8. **Give each group a timer and let them begin**
9. **Circulate to make sure groups are following procedure**

Standards

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

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

4.PE.8 Identify the components of health-related fitness.

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

4.PE.10 Demonstrate responsible

two beamed eight notes
Materials: Visual #2, board, masking tape

5. (8-10 min) **Singing Game: "Jockey" (pg 21)**

- Review game and extend to where partners choose a new jockey, and two becomes four, four becomes eight (as in notes)

Standards

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 performances, individually or in collaboration with others.

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

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

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

MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other

performance at all skill levels.

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

Recess

PE 3

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up (5 min) - Copy Cat

- (Card 19)

Go Fitness (12 min) - Musical Hoops

Need: Hula Hoops

- (Card 39)

Go Activity: Flying Disc - CATCH Challenge III (15 min)

Need: Frisbee

- All-Run Flying Disk (Card 433)

Cool-down (5 min) - Copy Cat

- (Card 19)

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.

MU:Cn10.0.Ka 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: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:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as

- Poem with ostinato
- See teacher's manual for complete instructions

Standards

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:Cr1.1.3b 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:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal

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

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

4.PE.17 Examine the health benefits of participating in physical activity.

Recess

PE 2

FITNESS WEEK

Lesson / Instruction

- Procedures: (10 min)**
 - 3 Laps
 - Drinks
 - Bathroom
- Discuss 3 benefits of physical activity**
- Discuss the procedure for the fitness tests (transition, how to score each other, etc.**

arts, other disciplines, varied contexts, and daily life.

Band 5

Lesson / Instruction

- (5-8 min) Melodic**
Reading: Treble Clef Word Cards (pg. 20)

Materials: Visual #1 (20 word cards)
 - Review treble clef line and spaces
 - Present one card leading students to discover that the cards spell a word
 - Present remaining cards and in unison students identifies each pitch as teacher points to each note
 - Afterward in unison students speak word it makes
- (18-20 min) Hot Tune #1: B-A-G Review (pg 22)**

Materials: Recorders, Charts #2, #3, piano
 - Present Chart #1
 - Students pat clap rhythm
 - Students play entire rhythm on B, then A, then G
 - Direct students to **play B for quarter note** (think the rest)
 - Direct students to **play A for each 8th note** (think the rest)
 - Direct students to **play G for each half note** (think the rest)
- Present Chart #2
 - Review bar lines, treble clef

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.

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

Q1 Band

high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

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

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

MU:Pr6.1.Kb Perform appropriately for the audience.

Practice Time

PE 5

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up (5 min) - Copy Cat

- (Card 19)

Go Fitness (12 min)

- Musical Hoops

Need: Hula

Hoops

- (Card 39)

Go Activity: Flying Disc -

CATCH Challenge III (15 min) **Need:** Frisbee

- All-Run Flying Disk (Card 433)

Cool-down (5 min) - Copy Cat

- (Card 19)

Standards

rhythmic and melodic musical ideas.

MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

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.

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

- Tell students they will be tested once a month (so exercising at home to increase strength and endurance will help)
- Discuss rules
- Informally fill out "My Fitness Journey - Record Chart" for each student (names already filled out)
 - Completes 5 sit-ups Independently
 - Completes 8 push-ups with good form, given 1 demonstration
 - Skips forward 10 feet
 - Completes half mile run in 6 minutes
- Break up class into groups
- Give each group a timer and let them begin
- Circulate to make sure groups are following procedure

Standards

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

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

4.PE.8 Identify the components of health-related fitness.

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

- sign, number of measures, sharps, flats, rests, etc.
2. Show Counting Rhythms from Mrs. Music Pants (e-mail)
 3. Divide students into small groups and have them practice the tune
 4. Come together and have students walk while playing the tune
 5. Play two phrases in the song
3. Assign Activity #1 from Hot Tunes
3. (12-15 min) **Speech Activity with Movement:** "2-4-6-8" (pg. 22)
- Materials:** Visual #2 (expression cards)
1. Review poem
 2. Discuss the importance of expression in music and how composers use tempo, dynamics, accents, etc.
 3. Present expression cards as flash cards and ask students to speak poem 2-4-6-8- with expression on the card
 1. Form small groups and secretly give each group a different card
 2. Each group presents poem with the expression on the card for rest

- 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

- and standard notation.
- MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
- MU:Pr5.1.3a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.
- MU:Pr6.1.3a Perform music with expression and technical accuracy.

Music 4

Lesson / Instruction

1. (10-12 min) **Recorder Activity:** Recorder BAG (pg 21)
 1. Review notes A and B and G
 2. In scattered formation walk to the 1/4 note, pulse while teacher play a 4-beat rhythm on B, all echo
 3. Teacher plays a different rhythm on; class echoes
 4. Continue with teacher playing rhythms on B, A or G (*only one pitch for each 4-beat pattern to determine pitch*)
 5. Ask students to volunteer to do their own
2. (10-12 min) **Cool Tune #1:** IT's in the Bag (pg 22)

Materials: Recorders, Chart #3, piano

- 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.15 Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 4.PE.16 Work safely with peers and equipment in physical activity settings.
- 4.PE.17 Examine the health benefits of participating in physical activity.

Q1 Band

- of the class
to guess
4. (10-12 min) **Melodic Reading:** Treble Clef Word Cards (pg. 23)
- Materials:** Visual #1 (20 notes/words cards)
1. Review cards
 2. Form two parallel lines of students facing each other
 3. Show both of the 1st two sets of students the cards and whoever guesses the word 1st receives the card go to the end of the line
 4. The row with the most cards wins

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: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:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related

individual differences in movement performance at all skill levels.

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

Q1 Band

1. Present Chart #3
 2. Students speak/clap/pat rhythm (teacher tracks)
 3. Students identify letter names
 4. Students sing letter names while fingering recorder pitches
 5. Students play melody while teacher plays piano accompaniment
3. (5 min) **Assign Cool Tunes Activity #1 (letter name to each note)**
4. (2-3 min) **Listening Activity:** Recorder Listening (pg. 23)
- Materials:** Recording "If the Love Reigned" (Spotify)
1. Ask question during recording:
 1. "What other instruments do you hear?" (None)
 2. "How does that music make you feel?" (sad, lazy, sleepy, etc.)
5. (8-10 min) **Song with Movement:** "*Oh, It Ain't Gonna Rain*" (pg. 23) **USE PAGE 18 1st Materials:** Piano
1. Review song and movement from last week (page 18)
 2. Using one to four levels of percussion Rondo (refrain and other sections) (teacher on piano)
6. (10-12 min) **Speech Activity:** "Get Up, Get Up" (pg 24)
1. Speak poem, echo by phrase

tonalities, meters, and simple chord changes.

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

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

2. Use sequence to introduce eighth note
 1. Draw whole note on board; students identify the note name and value (4 beats)
 2. Choose a student to draw the corresponding rest (whole rest)
 3. Follow sequence with half/quarter rest
 4. Draw the following on the board, introducing the ***eighth rest*** in relationship = to a ***single eighth note***
 1. **Class** discovers value of eighth rest is a half beat
 5. Draw other illustration on board and say the notes
 1. Add text (see score)
 2. Divide class in half to speak and do ostinato

Standards

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

MU:Cn10.0.4a Demonstrate how interests, knowledge, and skills relate to personal choices and

interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

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

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

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

intent when creating, performing, and responding to music.

MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr1.1.4a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

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.

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 appropriate to the

appropriate interpretation.

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

MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

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

audience and context.

MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.

MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr5.1.4a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

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

MU:Re8.1 Interpret - Support interpretations of musical works that

reflect
creators'/performers'
expressive intent.

MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.