

Monday 10/24/2022	Tuesday 10/25/2022	Wednesday 10/26/2022	Thursday 10/27/2022	Friday 10/28/2022
<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>Notes / Reflection</b> 1. Star Spangled Banner - <b>Madison on Piano</b> 2. Deck the Halls - <b>Band</b> 3. You a Mean One (Grinch) - <b>Choir</b> <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, Vocals <b>Drums and Flute:</b> Gabe <b>Tenor Sax:</b> Ashton	<b>Notes / Reflection</b> 1. Star Spangled Banner - <b>Madison on Piano</b> 2. Deck the Halls - <b>Band</b> 3. You a Mean One (Grinch) - <b>Choir</b> <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, Vocals <b>Drums and Flute:</b> Gabe <b>Tenor Sax:</b> Ashton	<b>Notes / Reflection</b> 1. Star Spangled Banner - <b>Madison on Piano</b> 2. Deck the Halls - <b>Band</b> 3. You a Mean One (Grinch) - <b>Choir</b> <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, Vocals <b>Drums and Flute:</b> Gabe <b>Tenor Sax:</b> Ashton	<b>Notes / Reflection</b> 1. Star Spangled Banner - <b>Madison on Piano</b> 2. Deck the Halls - <b>Band</b> 3. You a Mean One (Grinch) - <b>Choir</b> <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, Vocals <b>Drums and Flute:</b> Gabe <b>Tenor Sax:</b> Ashton	<b>Notes / Reflection</b> 1. Star Spangled Banner - <b>Madison on Piano</b> 2. Deck the Halls - <b>Band</b> 3. You a Mean One (Grinch) - <b>Choir</b> <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, Vocals <b>Drums and Flute:</b> Gabe <b>Tenor Sax:</b> Ashton
<b>Objective:</b> • Obtain 100% proficiency on each instrument individually • Play together in sync with remaining instruments to a tempo of 100 BPM (beats per minute) to 95% proficiency • Sing as a choir to chosen holiday song to 95% accuracy	<b>Objective:</b> • Obtain 100% proficiency on each instrument individually • Play together in sync with remaining instruments to a tempo of 100 BPM (beats per minute) to 95% proficiency • Sing as a choir to chosen holiday song to 95% accuracy	<b>Objective:</b> • Obtain 100% proficiency on each instrument individually • Play together in sync with remaining instruments to a tempo of 100 BPM (beats per minute) to 95% proficiency • Sing as a choir to chosen holiday song to 95% accuracy	<b>Objective:</b> • Obtain 100% proficiency on each instrument individually • Play together in sync with remaining instruments to a tempo of 100 BPM (beats per minute) to 95% proficiency • Sing as a choir to chosen holiday song to 95% accuracy	<b>Objective:</b> • Obtain 100% proficiency on each instrument individually • Play together in sync with remaining instruments to a tempo of 100 BPM (beats per minute) to 95% proficiency • Sing as a choir to chosen holiday song to 95% accuracy
<b>Instructional Strategies</b> Individual Daily Practice Log Individual Daily Practice Log	<b>Instructional Strategies</b> Individual Daily Practice Log Individual Daily Practice Log	<b>Instructional Strategies</b> Individual Daily Practice Log Individual Daily Practice Log	<b>Instructional Strategies</b> Individual Daily Practice Log Individual Daily Practice Log	<b>Instructional Strategies</b> Individual Daily Practice Log Individual Daily Practice Log
<b>Lesson / Instruction</b> <b>Procedure:</b> 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</i>	<b>Lesson / Instruction</b> <b>Procedure:</b> 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</i>	<b>Lesson / Instruction</b> <b>Procedure:</b> 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</i>	<b>Lesson / Instruction</b> <b>Procedure:</b> 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</i>	<b>Lesson / Instruction</b> <b>Procedure:</b> 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</i>

OSTINATO "Silver Bells"  
**Note:** Let students know we only have 10 weeks until presentation!

**Standards**

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

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

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

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

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

**MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

**MU:Cr3.1.8a** Evaluate their own work by selecting and

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**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: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:Pr4.2.8b** When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

**MU:Pr4.2.8c** Identify how cultural and historical context inform performances and result in different musical effects.

**MU:Pr4.3.8a** Perform contrasting pieces of music,

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

**MU:Re7.1.8a** Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

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<p><b>Notes / Reflection</b></p> <ol style="list-style-type: none"> <li>1. We Wish You a Merry Christmas - Piano by Rooney and Aliya, Xylophone by Addy</li> <li>2. Snowman - 6th Grade Choir</li> <li>3. Original Ukulele Solo - Written, Played and Sung by Eilla</li> </ol>	<p><b>Notes / Reflection</b></p> <ol style="list-style-type: none"> <li>1. We Wish You a Merry Christmas - Piano by Rooney and Aliya, Xylophone by Addy</li> <li>2. Snowman - 6th Grade Choir</li> <li>3. Original Ukulele Solo - Written, Played and Sung by Eilla</li> </ol>	<p><b>Notes / Reflection</b></p> <ol style="list-style-type: none"> <li>1. We Wish You a Merry Christmas - Piano by Rooney and Aliya, Xylophone by Addy</li> <li>2. Snowman - 6th Grade Choir</li> <li>3. Original Ukulele Solo - Written, Played and Sung by Eilla</li> </ol>	<p><b>Notes / Reflection</b></p> <ol style="list-style-type: none"> <li>1. We Wish You a Merry Christmas - Piano by Rooney and Aliya, Xylophone by Addy</li> <li>2. Snowman - 6th Grade Choir</li> <li>3. Original Ukulele Solo - Written, Played and Sung by Eilla</li> </ol>	<p><b>Notes / Reflection</b></p> <ol style="list-style-type: none"> <li>1. We Wish You a Merry Christmas - Piano by Rooney and Aliya, Xylophone by Addy</li> <li>2. Snowman - 6th Grade Choir</li> <li>3. Original Ukulele Solo - Written, Played and Sung by Eilla</li> </ol>
<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Practice to 100% proficiency</li> <li>• Reward proficiency with a musical piece they can practice of their choosing</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Practice to 100% proficiency</li> <li>• Reward proficiency with a musical piece they can practice of their choosing</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Practice to 100% proficiency</li> <li>• Reward proficiency with a musical piece they can practice of their choosing</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Practice to 100% proficiency</li> <li>• Reward proficiency with a musical piece they can practice of their choosing</li> </ul>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Practice to 100% proficiency</li> <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>1. Practice individual instruments and pieces</li> <li>2. Half way through practice stop and sing "Let it Snow"</li> <li>3. 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>1. Practice individual instruments and pieces</li> <li>2. Half way through practice stop and sing "Let it Snow"</li> <li>3. 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>1. Practice individual instruments and pieces</li> <li>2. Half way through practice stop and sing "Let it Snow"</li> <li>3. 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>1. Practice individual instruments and pieces</li> <li>2. Half way through practice stop and sing "Let it Snow"</li> <li>3. 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>1. Practice individual instruments and pieces</li> <li>2. Half way through practice stop and sing "Let it Snow"</li> <li>3. 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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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:Cr1.1.6a** 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.

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**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.

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.

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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><b>Music PK 12:15pm - 1:00pm</b></p> <p><b>Notes / Reflection</b></p> <p>Frosty the Snowman - <b>PK and Kindergarten Choir with Percussion</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Rhythm patterns</li> <li>• Unpitched percussion technique</li> <li>• Phrase, same/different</li> <li>• Pulse, phrase</li> <li>• Repertoire</li> </ul> <p><b>Lesson / Instruction</b></p> <p>1. (5-8 min) Song with Instruments: "<u>Listen to the Horses</u> (go Neigh, Neigh, Neigh)" (pg 22)</p> <p><b>Materials:</b> Piano, Coconut Shells</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, Twisting, Stretching</li> <li>• Dribbling, Kicking, Passing</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>Warm-up (5 min)</b></p> <ul style="list-style-type: none"> <li>• Simon Says (Card 5)</li> </ul> <p><b>Go Fitness - CATCH 'em Quick Activities (12 min)</b></p> <ul style="list-style-type: none"> <li>• Shaping Up (Card 60)</li> </ul> <p><b>Need:</b> 4 cones to designate each activity area</p>	<p><b>Music K 12:15pm - 1:00pm</b></p> <p><b>Notes / Reflection</b></p> <p>Frosty the Snowman - <b>PK and Kindergarten Choir with Percussion</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Rhythm patterns</li> <li>• Unpitched percussion technique</li> <li>• Phrase, same/different</li> <li>• Pulse, phrase</li> <li>• Repertoire</li> </ul> <p><b>Lesson / Instruction</b></p> <p>1. (5-8 min) Song with Instruments: "<u>Listen to the Horses</u> (go Neigh, Neigh, Neigh)" (pg 22)</p> <p><b>Materials:</b> Piano, Coconut Shells</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, Twisting, Stretching</li> <li>• Dribbling, Kicking, Passing</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>Warm-up (5 min)</b></p> <ul style="list-style-type: none"> <li>• Simon Says (Card 5)</li> </ul> <p><b>Go Fitness - CATCH 'em Quick Activities (12 min)</b></p> <ul style="list-style-type: none"> <li>• Shaping Up (Card 60)</li> </ul> <p><b>Need:</b> 4 cones to designate each activity area</p>	<p><b>Music 1 12:15pm - 1:00pm</b></p> <p><b>Notes / Reflection</b></p> <ol style="list-style-type: none"> <li>1. Jingle Bells - <b>1st and 2nd Bell Choir</b></li> <li>2. O Christmas Tree - <b>1st and 2nd Choir</b></li> </ol> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Silence = Rest</li> <li>• Ta/Rest</li> <li>• Up/Down, Vocal Repertoire</li> <li>• Label Ti-Ti</li> <li>• Ta/Ti-Ti</li> </ul> <p><b>Lesson / Instruction</b></p> <p><b>Note:</b> This class has missed the last two weeks of class due to assemblies, so we will move around several lessons to get caught up.</p>

- With students seated review song (see PAGE 7 FOR MUSIC)
  - Sing song for students having them sing and tap "neigh"
  - Hand out instruments and have them play them during "neigh"
  - Repeat until all students have played clapping instrument
- 2. (5-8 min) Listening Activity with Movement: "The Wild Horseman" (pg 23)**
- Materials:** Recording, Chart #3
- Play recording while students gallop
  - Present chart, ask students what is different (3rd part)
  - With class seated play recording again pointing out each part on the chart (students determine 3rd part is lower)
  - Play again and have students demo same/ different movement eg.
    - Part One - Girls gallop
    - Part 2 - Boys gallop
- 3. (5-8 min) Finger Play: "Ten Galloping Horses" (pg 24)**
- Echo 4 measures at a time showing pulse (beat):
    - 1-4 Show 10 fingers
    - 5-6 Show 5 fingers

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

- Team Passing (Card 211) **Need:** One cone in between each student and one in the middle of the circle

**Cool-down (5 min)**

- Simon Says (Card 5)

**Standards**

- 2.1b** Explore toys and objects with hands and mouth.
- 2.3c** Calm with assistance.
- 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.

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- (5-10 min) Rhythmic Reading: Labeling Rest (pg. 17)**
- Materials:** Chart #2
- Review song
  - Remind students that each muffin is a beat which in music is called a (Ta)
  - Remind students what a rest is and tell them to **touch their shoulders for a rest**
  - Present chart and have students speak "Ta's" and touch shoulders for rests
  - Lead class to discover that both lines of music on the chart are the same
- 2. (15 min) Song with Instruments: "Eensy Weensy Spider" (pg 18)**
- Materials:** BX (teacher), AX-2
- In a seated circle, 2 xylos side by side in center of circle
  - Introduce song with finger play noting that when the spider moves up and down, so do the notes
  - Allow all students to play
- 3. (10-12 min) Rhythmic Reading: Labeling Ti-Ti (pg 15)**
- Materials:** 4 pieces construction paper, Chart #3
- Place 4 pieces of construction on the floor horizontally, side by side

3. 7-8 Show 5 fingers other hand
4. 9-10 Raise 1 hand
5. 11-12 Lower other hand
6. 13-16 Show 10 fingers
2. Perform entire poem with actions
4. **(8-10 min) Song with Movement: "My Pony Macaroni" (pg 24)**  
**Materials:** Piano, Hobby Horse
  1. Large seated circle, legs extended toward middle, all sing while patting beat
  2. Practice freezing on the word "Stops!"
  3. Repeat adding tremolo during measure 5
  4. Add game
    1. Macaroni gallops in the middle of the circle
    2. All freeze on "Stop!"
    3. During measure 5 all pat knees until a new Macaroni is chosen
  5. If time "Head, Shoulders, Knees and Toes" song

**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

**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.

**2.2g** Demonstrate increased ability to use skills requiring balance.

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

**2.2i** Manipulate objects with large muscles.

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

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

**2.3i** Demonstrate concepts through movement.

**2.3h** Adapt movements to specific situations.

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2. Explain that the paper represents a beat
3. Choose 4 students to stand on the paper, and the class speaks "Ta" as the teacher taps head of each child
4. Take one child away; read class to discover "Rest"
5. Explore different combos of Ta's and Rests
6. Introduce song "*Big, Black Cats*" (pg 17)
7. Arrange students on paper to notate 1st line of music and (sing and tap students heads)
8. On 3rd line of music, introduce Ti-Ti and have 2 students on one piece of paper where noted (sing and tap heads)
9. Show students Chart #3 - students speak rhythm and do body percussion
  1. Ta = Clap
  2. Ti = Pat
  3. Rest = Touch Shoulders
4. **(15 mins) Speech Activity: "Legs and All" (pg 15): "Hickory, Dickory Dock" (see pg. 5)**  
**Materials:** 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

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 preference for varied musical selections.  
**MU:Pr4.2.PreKa** With substantial

**2.4a** React to participation in daily routines.  
**2.4c** Indicate needs and wants.  
**2.4d** Take and interest in meeting physical needs.  
**2.4g** Participate in bathroom routines with growing independence.  
**2.6a** Attempt new large and small motor activities.  
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**2.6f** Participate in physically active games with peers.  
**2.7d** Recognize rules and follow basic safety instructions.  
**2.7e** Identify who has hurt or made him or her feel bad.  
**2.7f** Understand and anticipate potential consequences of disregarding rules.  
**2.7h** Make choices about behaviors or activities when presented with alternatives.

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

**Objective:**

- Cardiovascular Efficiency, Throwing

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up (5 min)** - Flash Fitness Fun

**Material6):** Flash Fitness Task Cards

- (Card 16)

deepen understanding.  
**MU:Cn10.0.Ka** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
**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:Pr4.2.Ka** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a

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

**Objectives:**

- SLMRD
- Pulse
- Half rest, label whole rest
- Major and Minor
- Rhythmic patterns, label crescendo and decrescendo

**Lesson / Instruction**

**Note:** Did not have music last week so we are using previous weeks instruction

5. **(5-8 min) : Legs and All (pg. 24)**  
**Materials:** Smart-board  
 1. Notate poem on the board while speak it (taps twice for the double beats  
 2. Turn the 1st 3 beats into double beats (showing how "Ta's" become "Ti-Ti's")  
 6. **(8-10 min) Paper/ Pencil**  
**Activity:** Assessing Up and Down (pg 25)  
**Materials:** Assessment #1, barred instrument  
 1. **THIS IS A WRITTEN ASSESSMENT**  
 2. Teacher plays instrument in upward or downward motion, students guess by circling correct answer

**Standards**

**MU:Cr1.1.1a** With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

**MU:Cr2.1.1b** With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

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

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**

**Objective:**

- Prepare half note
- Experience 6/8, hand drum technique
- forte/piano

**Go Fitness (12 min) - Cone Crazy**

**Need:** 1 Cone for every 2 students

- (Card 39)

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

**Need:** Frisbee, pinnies for one team, cones to designate grids

1. Ultimate Flying Disk (Card 435)

**Cool-down (5 min) - Flash Fitness Fun**

**Materials:** Flash Fitness Task Cards

- (Card 16)

**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.6** Analyze opportunities for participating in physical activities outside health enhancement class.

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

**4.PE.10** Demonstrate responsible

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

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

**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) - Flash Fitness Fun**

**Material6):** Flash Fitness Task Cards

- (Card 16)

**Go Fitness (12 min) - Cone Crazy**

**Need:** 1 Cone for every 2 students

- (Card 39)

1. **(5-8 min) Melodic Reading:** Major Pentatonic Cards (pg 25)

**Materials:** Visual #3

1. Before presenting cards echo sing short patterns using SLMRD with hand signals
2. Present one at a time calling for volunteers to sing it (KNOW THAT THIS IS A GRADUAL PROCESS AND NEEDS LOTS OF REPS)

2. **(8-10 min) Paper/ Pencil**

**Activity:** Assessing So-La-Mi-Re-Do (pg 25) **WRITTEN ASSESSMENT #1**

1. Explain to students they are to draw dots (notes) where they think they should go on the staff (may need assistance)

3. **(10-12 min) Hand Game:** "Double Trouble" (pg. 26)

1. Echo text while playing hand game
2. Choose student to demonstrate
3. Students choose partners and perform
4. ASK STUDENTS TO PRACTICE MAKING UP THEIR OWN TEXT FOR THE POEM

4. **(2-3 min) Rhythmic Reading:** Label Whole Rest (pg. 26)

**Materials:** Visual #5

1. Present half rest card - review # of beats

refine personal musical ideas.

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

**MU:Pr4.2.1a** With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

**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:Pr6.1.1b** Perform appropriately for the audience and purpose.

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

**Objective:**

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

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

- Extended form, major/minor

**Lesson / Instruction**

- (8-10 min) Speech**  
**Activity:** Trick or Treat (pg. 26)  
**Materials:** Tennis Balls
  - Circle standing each student with a tennis ball
  - Using the words "bounce - catch" to represent the 1/2 note pulse (see teachers manual)
  - echo text while bouncing balls
  - Extend to rondo form (see teacher manual)
- (15-18 min) Story with**  
**Instruments:** Scary, Scary, Halloween (pg. 26) **Materials:** Book, Visual #4, Hand Drums w/mallet, Gong
  - Present visual
  - Point to each letter speaking rhythmically, class echoes
  - Read story - Class inserts speech then moves to instruments
    - NOTE: Student response occurs 12 times - HAVE GONG PLAY AT THE CHIMING OF THE CLOCK
- (10-12 min) Song with Game: "Who?" (pg. 27)** **Materials:** Visual #5, Musical Symbol Cards (forte and piano)
  - Teach song by rote and review note terms
  - In scattered formation students stand as trees in a

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.

**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) - Flash Fitness Fun**

**Material6):** Flash Fitness Task Cards

- (Card 16)

**Go Fitness (12 min) - Cone Crazy**

**Materials:** 1 Cone for every 2 students

- (Card 39)

**Go Activity: Flying Disc - CATCH Challenge III (15 min)** **Materials:** Frisbee, pinnies for one team, cones to designate grids

**Go Activity: Flying Disc - CATCH Challenge III (15 min)** **Need:** Frisbee, pinnies for one team, cones to designate grids

- Ultimate Flying Disk (Card 435)

**Cool-down (5 min) - Flash Fitness Fun** **Materials:** Flash Fitness Task Cards

- (Card 16)

**Standards**

**5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.

**5.PE.4** Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.

**5.PE.7** Actively participate in all activities of health enhancement class.

**5.PE.9** Identify the need for warm-up and cool-down activities related to various physical activities.

**5.PE.10** Participate in physical activity with responsible interpersonal behavior.

**5.PE.11** Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.

**5.PE.12** Give corrective feedback respectfully to peers.

- Play game - students pat 1/4 note pulse until teacher shows the half rest card and students tap shoulders twice (repeat several times)
- Present whole note rest card - explain that it signals to hold for 4 beats (tap shoulders 4 times)
- Extend game to include both rests
- (5-8 min) Listening**  
**Activity:** Major and Minor (pg 27)  
**Materials:** Piano/Recorder, Recordings, Smart-board
  - This activity asks students to distinguish between Major and Minor tonalities. A full understanding of the "combination of intervals within a scale" is sophisticated for third grade, so initially present the idea of Major and Minor music as two possibilities, encouraging students to verbally describe the difference*
    - Play 1st melody on piano (identifies as "*A Famous Man*" (Major))
    - Play the next melody (spooky)
    - Discuss the differences (happy versus sad, dark,

**Warm-up (5 min)**

- Simon Says (Card 5)

**Go Fitness - CATCH 'em Quick Activities (12 min)**

- Shaping Up (Card 60)

**Need:** 4 cones to designate each activity area

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

- Team Passing (Card 211) **Need:** One cone in between each student and one in the middle of the circle

**Cool-down (5 min)**

- Simon Says (Card 5)

**Standards**

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

**K.PE.3** Move in different pathways, general space with different speeds, and in personal space to a rhythm.

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

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

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

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

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

**K.PE.12** Recognize the established

forest, one holding the owl card (not obvious)

- While class repeatedly sings song, a student who doesn't know where the cards is takes a walk through the forest looking for the owl
- If the student is far away the students sing quietly, if close, loudly
- Game continues with another student

4. **(8-10 min) Movement**  
**Activity:** "Hungarian Dance" (pg 28)  
**Materials:** Chart #6

- Introduce activity by explaining that this song tells a story
- Section A represents Trick or Treaters on Halloween night (major)
- Students listen to the recording while teacher points to each shape on the chart
- Lead discussion to determine what might occur in each section of music (frightening, lurking creatures (minor), celebration daylight, savior (major))
- Dramatize the story, inviting students to pantomime movement to the recording

**Standards**  
**MU:Cn11.0** Connect 11 - Relate musical

- Ultimate Flying Disk (Card 435)  
**Cool-down (5 min)** - Flash Fitness Fun **Materials:** Flash Fitness Task Cards
  - (Card 16)

**Standards**

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

**3.PE.4** Recognize the concept of open space in movement context.

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

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

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

**3.PE.11** Work independently for extended periods of time.

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

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

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

**3.PE.15** Discuss ways to accept other's ideas, cultural diversity, and body

**5.PE.13** Critique the etiquette involved in rules of various activities.

**5.PE.14** Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.

**5.PE.15** Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**5.PE.16** Apply safety principles with physical activities.

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

spooky, mysterious)

- Play a few other songs and have students determine if they are major or minor "Skin and Bones", "Yankee Doodle", then "Yankee Doodle" with both major and minor

6. **(12-15 min) Rhythmic Reading:** "Why" (pg 29)  
**Materials:** Chart #3

- Present chart
- Class speaks rhythms using Ta' and Ti-Ti's
- One line at a time, ask to a student math text to rhythm
- Review time signature, bar line, double bar line, accent, piano and forte
- Introduce terms crescendo and decrescendo as "gradually increase or decrease volume"
- Practice 3rd line with crescendo and decrescendo
- Divide class in 1/2 (one speaks Ms. 1,3,5 and other 2,4,6 and all speak Ms. 8)

7. **(5-8 min) Movement**  
**Game:** "Danse Macabra" (pg 31)  
**Materials:** Recording

- Scattered standing formation one person starts by moving through space

protocol for class activities.

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

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

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

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

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

- Objective:**
- Traveling
  - Fleeing, Dodging, Turning, Twisting, Stretching
  - Dribbling, Kicking, Passing

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Simon Says (Card 5)

**Go Fitness - CATCH 'em Quick Activities (12 min)**

- Shaping Up (Card 60)  
**Need:** 4 cones to designate each activity area

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

- Team Passing (Card 211) **Need:** One cone in between each student and one in the middle of the circle

**Cool-down (5 min)**

- Simon Says (Card 5)

**Standards**

ideas and works with varied context to deepen understanding.

**MU:Cn10.0.2a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

**MU:Cr1.1.2a** Improve rhythmic and melodic patterns and musical ideas for a specific purpose.

**MU:Cr1.1.2b** Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

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

**MU:Pr4.1.2a** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

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

**MU:Pr5.1.2b** Rehearse, identify and apply

types during games and physical activities.

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

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

2. They pick another student and they move to find another student, and another until they are all moving together
3. Music suddenly stops
4. A new leader is chosen

### Standards

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

**MU:Cn11.0.3a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**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: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:Pr4.2.3a** Demonstrate understanding of the structure in music selected for performance.

**MU:Pr4.2.3b** When analyzing selected

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

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

**2.PE.8** Identify physical activities which contribute to developing strength and fitness.

**2.PE.9** Describe warm-up and cool-down activities related to vigorous physical activity.

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

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

**2.PE.12** Accept specific corrective feedback from a teacher.

**2.PE.13** Recognize the role of rules and etiquette in teacher-designed physical activities.

**2.PE.14** Work independently with others in partner environments.

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

**2.PE.16** Work independently and

strategies to address interpretive, performance, and technical challenges of music.

**MU:Re7.1.2a** Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

**MU:Re7.2.2a** Describe how specific music concepts are used to support a specific purpose in music.

**MU:Re8.1.2a** Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

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

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

**Objectives:**

- SR-BAGE (recorder)
- Repertoire
- Mallet technique
- Label eighth/two-sixteenths,
- Canon/round
- Label mezzoforte
- Rhythm patterns
- Conducting in 4
- Ostinato
- Additive form

**Lesson / Instruction**

1. (12-15 min) Recorder  
**Activity:** "*Skin and Bones*" (pg 28) **Materials:** Chart #4, xylos, claves (sticks), vibraslap
  1. Echo 2 measure patterns in 6/8

music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

**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.

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

safely in physical activity settings.

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

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

**Objectives:**

- Lines/spaces
- SR-BAG
- Vocal Repertoire
- Mallet technique
- LSFMRD (Solfege)
- Ostinato, Introduction, Coda

**Lesson / Instruction**

**Note:** Did not have music last week so we are using previous weeks instruction

1. (5-8 min)  
**Melodic Reading:** Hand Staff (pg 25)  
**Materials:** Visual #2
  1. Use treble clef cards to review lines and spaces, PRESENT CARDS #1-9 AS FLASH CARDS
  2. Introduce hand staff (pinky is 1 to thumb is 5) each

- measure using  
BAGE notes
2. Use chart #4 to review melody
  3. Use the text, "Keep it nice and slow" to prepare for xylo parts
  4. Students pat rhythm on one knee, alternating hands
  5. Break down parts of the song playing certain instruments for each part
2. **(18-20 min) Speech Activity with Instruments:** "Run for Your Life" (pg 29)  
**Materials:** Chart #5, Conga drums, hand drums
1. Present chart
  2. Ask class to identify new rhythmic figure on the chart (Ti-Ri) or Ti-Ti-Ka)
  3. Challenge students to read top line using rhythm symbols
  4. Add text while patting one knee with alternating hands
  5. Discuss 2nd line (ostinato)
  6. Label mf as mezzoforte = half loud and practice clapping
  7. Divide class in 1/2: 1/2 speaks/pats poem while 1/2 speaks/claps ostinato
  8. Reverse parts
  9. Transfer rhythm to drums and ostinato to hand drums
3. **(2-3 min) Listening Activity:** "The Ride-by-Nights (pg 30)

- finger represents lines, and in between represents spaces
3. Play game where teacher holds up one treble card and students point to which finger it represents (line or space of which finger)
2. **(5-8 min) Recorder Activity:** The Radio Game (pg 25)  
**Materials:** Recorders, Chart #3
1. Review It's in the Bag (fingering and notes) from Chart #3
  2. Have students play it while teachers hands are open
  3. When teacher makes a fist students must stop
  4. Choose student conductor while teacher plays on the piano
3. **(15- 18 min) Recorder Activity:** "Hot Crossed Buns" **Materials:** Recorders and Orff Instruments
1. Using hand staff sing the letter names of the melody one measure at a time while pointing to the corresponding finger (students identify melody as "Hot Crossed Buns"
  2. Teacher plays tune on SR (single recorder)
  3. Divide class in 1/2 (1/2 play recorder, 1/2 play orff instruments according to sheet music)

1. Play tune ask students what it has in common with last song (both are cannons)
4. **(20-22 min) Story with Speech and Movement:** *"The Little Old Lady Who Was Not Afraid of Anything"* (pg 30) **Materials:** Book, Visual #3, Paper, Pencils
  1. Group project: Students create rhythmic ostinati with movement in 8 beats for each visual
    1. **(LET STUDENTS KNOW THAT AN OSTINATO IS A PART OF THE SONG THAT REMAINS UNCHANGED AS IN CLOMP, CLOMP)**
    2. Divide class into six - each picks a card from Visual #3
    3. Using the words on the cards, each group create an 8-beat speech ostinato with movement to go with the book
  2. Show students how to conduct and do in 2/4 (see illustration for 1,2)

#### Standards

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

4. ASSIGN: Activity # 1 from Cool Tunes and let students complete independently
4. **(20-25 min) Cool Tune #2: "Old Tom White"** (pg 28) **Materials:** Chart #5, Solfege ladder, Xylophone visual
  1. Introduce melody using a speak/clap rhythm (teacher tracks with finger)
  2. Students sing letter names while fingering recorder pitches (mouthpiece on chin)
  3. Students play melody
  4. Echo sing melody
  5. Use solfege ladder to introduce the 1st melodic ostinato (teacher sings La-So-Fa-Mi, students echo)
  6. Using xylo visual lead student to discover that La-So-Fa-Mi = A-G-F-E
  7. Transfer to xylo/metallophone (AX/AM)
  8. Using same sequence teach 2nd melodic ostinato that Do-Re-Mi-Re = C-D-E-C
  9. Transfer to xylo/metallophone (AX/AM)
  10. **Practice melody 3 times - SR/Sing/ SR**
  11. **If possible have students add Introduction and Coda (ending)**

#### Standards

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

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

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

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

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

**MU:Cr1.1.5a** Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

**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,

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

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

**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:Cr2.1.4b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

**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:Pr4.2.4a** Demonstrate understanding of the structure and the elements of

applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

**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: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:Pr4.2.5a** 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.

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: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:Re8.1.4a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

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

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

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