

Monday 10/03/2022	Tuesday 10/04/2022	Wednesday 10/05/2022	Thursday 10/06/2022	Friday 10/07/2022
Breakfast Duty	Breakfast Duty	Breakfast Duty	Breakfast Duty	Breakfast Duty
Band/Choir 7 & 8	Band/Choir 7 & 8	Band/Choir 7 & 8	Band/Choir 7 & 8	Band/Choir 7 & 8
<p>Objective:</p> <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency 	<p>Objective:</p> <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency 	<p>Objective:</p> <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency 	<p>Objective:</p> <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency 	<p>Objective:</p> <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to a tempo of 160 BPM (beats per minute) to 100% proficiency
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demonstrates craftsmanship, and exhibits originality.

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

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

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

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

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

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

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

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

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Band/Choir 6

Objective:

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

Lesson / Instruction

Procedure:

- Practice individual instruments
- Half way through practice stop and sing "Let it Snow"
- Bring everyone together for a practice

Band/Choir 6

Objective:

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Procedure:

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- Half way through practice stop and sing "Let it Snow"
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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.

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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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Lunch

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Music PK

Objective:

- Rhythm patterns
- Unpitched percussion technique
- Repertoire
- Phrase, Dramatic Play
- High/low, Up/Down
- Same/different
- Body awareness

Lesson / Instruction

1. **(3-5 min) Song:** "Old MacDonald" (pg 19)

Materials: Recording, Chart #1
1. Sing song together while pointing to animals
2. **(3-5 min) Speech with Movement:** "The Little Pig" (pg 19)
Materials: Hand Drum
1. Say poem with actions at the end of the phrase, repeat several times varying the length of time

PE PK

FITNESS WEEK

Objective: Students will:

- Monitor and understand their individual fitness progress
- Set individual activity goals and strive to achieve them
- enjoy being physically active

Lesson / Instruction

1. **Procedures: (10 min)**
 - 3 Laps
 - Drinks
 - 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 month (so exercising at home to increase strength and endurance will help)**

Music K

Objective:

- Rhythm patterns
- Unpitched percussion technique
- Repertoire
- Phrase, Dramatic Play
- High/low, Up/Down
- Same/different
- Body awareness

Lesson / Instruction

1. **(3-5 min) Song:** "Old MacDonald" (pg 19)

Materials: Recording, Chart #1
1. Sing song together while pointing to animals
2. **(3-5 min) Speech with Movement:** "The Little Pig" (pg 19)
Materials: Hand Drum
1. Say poem with actions at the end of the phrase, repeat several times varying the length of time

PE 1

FITNESS WEEK

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Lesson / Instruction

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 - 3 Laps
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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 month (so exercising at home to increase strength and endurance will help)**

Music 1

Objective:

- Sound/Silence
- Repertoire
- Prepare Simple Melody
- Pulse/Phrase
- Mallet Technique

Lesson / Instruction

1. **(10-12 min) Song with Game (pg. 10): "The Muffin Man"**
Need: Chart #1, Visual #1, masking tape
1. Review song
2. Present the chart with muffins taped to plates
3. Teacher keeps pulse pointing to each plate: students say "Yum" for each muffin
4. Use the chart as an 8-beat interlude (in the middle) to the muffin son
5. Have a student remove 1 muffin

3. (8-10 mins) Nursery
Rhythm: "Dickory, Dickory, Dare" (pg 19)
- Echo text by phrase (no melody)
 - Students speak rhythm with high voices, then low voices
 - Introduce melody
 - Extend to GAME:
 - After singing, teacher plays glockenspiel vertically while students react in movement to high and low scale pattern
 - Vary tempo
4. (8-10 min) Song with Movement: "Hokey Pokey" (pg 20)
Materials: Recording
- Seated listen to the song
 - Invite students to sing
 - See if students can sit for 8 measures then stand, etc
5. (8-10 min) Story with Finger Play "Piggies" (pg 21)
Materials: Book on YouTube (link in e-mail)
- Read book once, then a 2nd time with finger movements
6. (2-3 min) Movement
Activity: Color Game (pg 21)
Materials: Visual #2 (10 color cards)
- Have children move in certain ways depending on the card color

Standards

MU:Cn11.0 Connect 11 - Relate musical ideas and works with

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 behavior in independent group situations.

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Standards

MU:Cr1.1.PreKa With substantial guidance, explore

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Music 3

Objective:

- Label staff
- Pulse, AB pattern
- Label ostinato
- Crossover Bordon, Prepare Rondo

Lesson / Instruction

1. (8-10 min) Melodic
Reading: Five Line Staff (pg. 17)
Materials: Chart #2, Visual #2, masking tape
- Vocal warm-up (solfege with hand signals)
 - Define "staff" (see teachers manual)
 - Review "D" represents Do - have students place circles as we move up the scale singing
 - Sing all of them together
2. (2-3 min) Movement
Activity: AB Form (pg 17) **Materials:** Recording "Hora Agadati"
- Follow the leader
 - Intro - 8 beats
 - Walk (32 beats)
 - Pat (32 beats)
 - Explore other locomotor and non-locomotor

- and sing the song using the empty plate as a REST
6. Keep going until all muffins are gone
2. (12-15 min) Song with Game: "Fang and Twang" (pg 14):
Need: Two puppets
- In a seated circle, one puppet on each hand sing "Fang and Twang" (puppets singing "Hello")
 - Give one puppets to two students to do the "Hello"
 - 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
- 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
- Echo by phrase
 - Notate pulse on board while students pat knees
 - Demonstrate on Xylo
 - Give every student an instrument to play while speaking the poem
5. (5 min) Movement
Activity: Moving Like a Spider (pg. 16)

varied context to deepen understanding.
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:Pr4.1.PreKa With substantial guidance, demonstrate and state preference for varied musical selections.
MU:Pr4.2.PreKa With substantial guidance, explore and demonstrate awareness of musical contrasts.
MU:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).
MU:Pr5.1.PreKa With substantial guidance, practice and demonstrate what they like about their own performances.

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.

PE 4
FITNESS WEEK

Objective: Students will:

- Monitor and understand their individual fitness progress
- Set individual activity goals and strive to achieve them
- enjoy being physically active

Lesson / Instruction

- Procedures: (10 min)**
 - 3 Laps
 - Drinks
 - Bathroom
- Discuss 3 benefits of physical activity**

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:Pr4.1.PreKa With substantial guidance, demonstrate and state preference for varied musical selections.
MU:Pr4.2.PreKa With substantial guidance, explore and demonstrate awareness of musical contrasts.
MU:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).
MU:Pr5.1.PreKa With substantial guidance, practice and demonstrate what they like about their own performances.
MU:Pr5.1.PreKb With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

variations (eg. backward, tap head, etc.)
3. (12-15 min) Speech
Activity: "I went to the Animal Fair" (pg. 18)

- Echo poem
- Teach ostinato by rote, class creates movement to accompany
- Students speak **ostinato**, teacher speaks poem
- Divide class in 1/2:
 - 1/2 speak poem "I Went...", 1/2 speak ostinato "Monkeys Everywhere"
 - Tell students what an ostinato is

4. (28-30 min) Song with Instruments/ Movement: "A Famous Man" (pg 19)
Materials: Xylophone
 Visual, BX, AX, tambourine

- See teachers manual

5. (15 min) Practice with Recorder: Hand out Cool Tunes Recorder Packet

Standards

MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.
MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and

Standards

MU:Cn10.0 Connect 10 - Synthesize and 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

Objective: Students will:

- Monitor and understand their individual fitness progress
- Set individual activity goals and strive to achieve them
- enjoy being physically active

Lesson / Instruction

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

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

MU:Re7.1.PreKa With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.

Music 2

- Objective:**
- Pulse
 - Rhythm patterns
 - Prepare half note
 - Repertoire
 - Ostinato
 - Phrase
 - AB
 - Pitched Percussion

Lesson / Instruction

- (2-3 min) Rhythmic Training (pg. 14):**
 - See pg. 1
 - Snap, claps, pat and stomp a phrase in 2/4 (see pg. 1)
- (12-15 min) Speech Activity with Instruments (pg. 14):**
 - Echo poem one measure at a time (pat opposite sides)
 - Introduce ostinato with speech (students perform that) while teacher speaks poem
 - Divide class in 2:
 - 1/2 speak poem

- Discuss the procedure for the fitness tests (transition, how to score each other, etc.)
- Tell students they will be tested once a month (so exercising at home to increase strength and endurance will help)
- Discuss rules
- Hand out "My Fitness Journey - Record Chart" to each student (names already filled out)
- 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.
- 4.PE.10** Demonstrate responsible behavior in independent group situations.
- 4.PE.11** Reflect on personal social

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

MU:Re7.1.PreKa With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.

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

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

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 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

ensemble performances, individually or in collaboration with others.

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

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

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

Music 4

- Objectives:**
- Lines/spaces
 - Question/Answer
 - SR-B
 - Rhythmic patterns
 - Quarter note, half note pulse
 - Vocal repertoire

Lesson / Instruction

- (5 min) Review Treble Clef Cards (1-9) (pg 17)**
- (8-10 min) Recorder Activity: Recorder B (pg 17)**
 - Review Technique:
 - Left hand on top
 - Cover holes tightly
 - Breath gently
 - Tongue with "duh"
 - Review floor position, resting position,

- 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.)**
- 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
 - 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.

2. 1/2 speak ostinato
 3. Transfer ostinato to instruments (Xylo and wooden glockenspiels) F note
 4. Explain TIMBRE (pitch and intensity) of metal and wood instruments
 5. Switch to Xylo (ostinato) and Glocks (rhythm)
3. (10-12 min) **Singing Game: "Jockey" (pg 16)**
1. Teacher sings it first
 2. Standing, circled one student gallops around the inside of the circle and stops at "Riding on a Pony"
 3. See teachers manual

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

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 3 FITNESS WEEK

Objective:

- Students will:
 - Monitor and understand their individual fitness progress
 - Set individual activity goals and strive to achieve them
 - enjoy being physically active

Lesson / Instruction

1. **Procedures: (10 min)**
 - 3 Laps
 - Drinks
 - Bathroom

personal, teacher, and peer feedback to refine performances.

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

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

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

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

Practice Time

PE 5 FITNESS WEEK

Objective: Students will:

- Monitor and understand their individual fitness progress
- Set individual activity goals and strive to achieve them
- enjoy being physically active

Lesson / Instruction

1. **Procedures: (10 min)**
 - 3 Laps
 - Drinks
 - Bathroom
2. **Discuss 3 benefits of physical activity**
3. **Discuss the procedure for the**

3. Review fingering for B: echo 4 beat patterns
 4. Choose students to play a 4-beat pattern, class echos
3. (5-8 min) **Recorder Activity: Recorder A (pg 18)**
- Materials:** Visual #2 treble clef cards, recorder fingering charts
1. Introduce note A
 2. Echo 4 beat pattern on A
 3. Echo 4 beat pattern on B and A
 4. Display B and A treble clef cards - randomly point to either card for students to play
4. (12-15 min) **Song with Movement: "Oh, It Ain't Gonna Rain" (pg 18)**

Standards

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

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

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

MU:Pr4.2.4b When analyzing selected

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 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

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.

Band 5

Objectives:

- Pulse
- Rhythm patterns
- SR-BAG

Lesson / Instruction

1. **(10-12 min) Recorder Activity: BAG (pg. 16)**

Materials: Recorders, GRADE 4 Visual #2 (treble clef notes)

1. **Review proper playing position and technique**
2. **GAME #1:**
 1. Scattered walking and playing a 4 beat rhythm on B (change several times)
 2. Ask students for a four beat rhythm
 3. Repeat with A and G
3. **GAME #2:**
 1. Teacher taps 1/4 note pulse on one of the Visual #2 Cards while students play
 2. Continue with 2 other cards

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 month (so exercising at home to increase strength and endurance will help)
5. Discuss rules
6. Hand out "My Fitness Journey - Record Chart" to each student (names already filled out)
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

Q1 Band

4. Tell students they will be tested once a month (so exercising at home to increase strength and endurance will help)
5. Discuss rules
6. Hand out "My Fitness Journey - Record Chart" to each student (names already filled out)
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

Q1 Band

music, read and perform using iconic and/or standard notation.
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.

participating in physical activity.
K.PE.1 Perform basic locomotor, nonlocomotor, and manipulative skills.
K.PE.6 Actively participate in health enhancement class.
K.PE.7 Recognize that physical activity causes physical changes.
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.11 Follow instruction and direction when prompted.
K.PE.12 Recognize the established protocol for class activities.
K.PE.13 Share equipment and space with others.
K.PE.15 Follow teacher directions for safe participation and proper use of equipment with minimal reminders.
K.PE.16 Understand that physical activity is important for good health.

Recess

PE 2

FITNESS WEEK

Objective: Students will:

- Monitor and understand their

3. Complete with the following movements
 - **B = Walk Forward**
 - **A = Walk Backward**
 - **G = Walk Sideways**
 4. Choose a student conductor and game continues
2. **(15-18 min) Recorder**
Activity: An Apple a Day (pg. 17)
1. Teacher speaks poem
 2. Class brainstorms names of apples (Class chooses 4)
 3. With teacher help create a 4-measure word chain
 4. 4 students play each apple rhythm, class echos
3. **(5 min) Distribute "Hot Tunes"**
Recorder Packet:
Students write names on packets/show them where they will be stored
1. Practice all of the notes on the Fingering Chart page (10 notes)
4. **(15 min) Activity #1 Worksheet in Recorder Packet:**
Help students determine notes to make words

Standards

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

MU:Cr1.1.5b Generate musical ideas (such as rhythms,

- individual fitness progress
- Set individual activity goals and strive to achieve them
 - enjoy being physically active

Lesson / Instruction

1. **Procedures: (10 min)**
 - 3 Laps
 - Drinks
 - 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 month (so exercising at home to increase strength and endurance will help)**
5. **Discuss rules**
6. **Hand out "My Fitness Journey - Record Chart" to each student (names already filled out)**
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**

Q1 Band

melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU: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.

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 appropriate interpretation.

Q1 Band