

Monday 10/31/2022	Tuesday 11/01/2022	Wednesday 11/02/2022	Thursday 11/03/2022	Friday 11/04/2022
<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>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 OSTINATO "Silver Bells"</i>  <b>Note:</b> Let students know we only have 10 weeks until presentation!	<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 OSTINATO "Silver Bells"</i>  <b>Note:</b> Let students know we only have 10 weeks until presentation!	<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 OSTINATO "Silver Bells"</i>  <b>Note:</b> Let students know we only have 10 weeks until presentation!	<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 OSTINATO "Silver Bells"</i>  <b>Note:</b> Let students know we only have 10 weeks until presentation!	<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 OSTINATO "Silver Bells"</i>  <b>Note:</b> Let students know we only have 10 weeks until presentation!
<b>Standards</b> <b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music. <b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts. <b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts <b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. <b>MU:Cr1.1.8a</b> Generate rhythmic, melodic and harmonic phrases and harmonic	<b>Standards</b> <b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music. <b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts. <b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts <b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. <b>MU:Cr1.1.8a</b> Generate rhythmic, melodic and harmonic phrases and harmonic	<b>Standards</b> <b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music. <b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts. <b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts <b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. <b>MU:Cr1.1.8a</b> Generate rhythmic, melodic and harmonic phrases and harmonic	<b>Standards</b> <b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music. <b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts. <b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts <b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. <b>MU:Cr1.1.8a</b> Generate rhythmic, melodic and harmonic phrases and harmonic	<b>Standards</b> <b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music. <b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts. <b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts <b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. <b>MU:Cr1.1.8a</b> 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 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

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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, 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.

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

**Lesson / Instruction**

**Procedure:**

1. Practice individual instruments and pieces
2. Half way through practice stop and sing "Let it Snow"
3. Bring everyone together for a practice then go back to practicing individually

**Note:** When 100% proficient on an instrument give students a new piece of music on their chosen instrument of their choosing to keep them motivated and learning.

**Standards**

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

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

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**MU: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:Cr1.1.6a** Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

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

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

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

phrases, and two-chord harmonic musical ideas.

**MU:Cr3.1.6a** Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

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

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

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

**MU:Pr4.1.6a** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

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

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**MU:Pr5.1.6a** Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

**MU:Pr6.1.6a** Perform the music with technical accuracy to convey the creator's intent.

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

**MU:Re7.1.6a** Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

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Prep 10:28am - 11:30am

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Prep 10:28am - 11:30am

Prep 10:28am - 11:30am

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Music PK 12:15pm - 1:00pm

PE PK 12:15pm - 1:00pm

Music K 12:15pm - 1:00pm

PE 1 12:15pm - 1:00pm

Music 1 12:15pm - 1:00pm

**Lesson / Instruction**

1. (8-10 min) **Speech Activity with Movement:** "Roly Poly" (pg 34)  
**Materials:** Visual #4

1. Seated, scattered speak poem by echo
2. Add rolling arm movement
3. Add game: 4 students hold cards and students speak 4 beat measures with actions

**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 month (so exercising at home to increase**

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**FITNESS WEEK**

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**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:Cn11.0.1a** Demonstrate understanding of relationships between

2. (8-10 min) Song with Movement: "Fall" (pg 35)  
Materials: Xylo (SX)
- While holding xylo teacher demos descending scale playing C' to C
  - Repeat while singing song
  - Choose a student to play randomly while teacher plays scale
3. (5-8 min) Song with Movement: "Rake the Leaves" (pg 35)  
Materials: Piano
- Sing to the tune of London Bridge while pantomiming actions
  - Add addl. versus
4. (8-10 min) Speech Activity: "Apple Pie" (pg 36)
- Seated circle students speak rhythm while patting a steady beat
  - In turn, each student's name is inserted and they chooses how to keep the beat (tap head, touch toes, etc.)
  - Pause between each rep to allow a new leader
5. (8-10 min) Notation Activity: "Fall Leaves"
- Materials: Chart #4, Visual #5, Piano
- Present Chart
  - Teacher plays a very high or very low register of piano and chooses a student to place a leaf as indicated by the sound

- 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**

- 2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.
- 2.2h Perform large motor movement alone or with others.
- 2.4d Take and interest in meeting physical needs.
- 2.7h Make choices about behaviors or activities when presented with alternatives.
- 2.7g Recognize and describe the reasons for rules.
- 2.7f Understand and anticipate potential consequences of disregarding rules.
- 2.7d Recognize rules and follow basic safety instructions.

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

**FITNESS WEEK**

**Lesson / Instruction**

- Procedures: (10 min)
  - 3 Laps
  - Drinks
  - Bathroom

2. (8-10 min) Song with Movement: "Fall" (pg 35)  
Materials: Xylo (SX)
- While holding xylo teacher demos descending scale playing C' to C
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- 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**

- 1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.6 Discuss the benefits of being active and exercising or playing.
- 1.PE.7 Actively engage in health enhancement class.
- 1.PE.8 Understand muscles that grow strong with physical activity.
- 1.PE.9 Identify warm-up and cool-down activities related to vigorous physical activity.
- 1.PE.10 Accept personal responsibility by using equipment and space appropriately.
- 1.PE.11 Follow the rules or parameters of the learning environment.
- 1.PE.12 Respond appropriately to general feedback from a teacher.

- music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.
- MU: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:Cr1.1.1a 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 refine personal musical ideas.
- MU:Pr4.3 Interpret - Develop personal interpretations that consider creators' intent.
- MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble

6. (5-8 min) **Rhythmic Training:** Think and Clap Your First Name
1. Have students clap the syllables in their 1st name with out saying it
  2. Have students echo to check accuracy

**Standards**

**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: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:Cr3.2.PreKa** With substantial guidance, share revised personal musical ideas with peers.

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

**MU:Pr4.2.PreKa** With substantial

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

**Standards**

**4.PE.14** Recognize and support individual differences in movement performance at all skill levels.

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

**4.PE.10** Demonstrate responsible behavior in

6. (5-8 min) **Rhythmic Training:** Think and Clap Your First Name
1. Have students clap the syllables in their 1st name with out saying it
  2. Have students echo to check accuracy

**Standards**

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

**MU:Cr3.2.PreKa** With substantial guidance, share revised personal musical ideas with peers.

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

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

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

**1.PE.13** Exhibit the established protocols for class activities.

**1.PE.14** Work independently with others in a variety of class environments.

**1.PE.16** Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

**1.PE.17** Identify physical activity as a component of good health.

**1.PE.18** Understand that challenges in physical activities can lead to success; and

**1.PE.19** Describe positive results gained from participating in physical activities with others.

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

**Lesson / Instruction**

1. (10-12 min) **Listening Activity:** "Twelfth Street Rag" (Pg. 32)  
**Materials:** Chart #4, recording
  1. Present chart
  2. Introduce terms
    1. **Introduction** - something short that happens at the beginning of the piece of music
    2. **Interlude** - something short that happens in the middle

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:Pr4.2.1a** 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:Pr4.3.1a** Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

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

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

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

guidance, explore and demonstrate awareness of musical contrasts.

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

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

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

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

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

**Lesson / Instruction**

- (10-12 min) Song with Game:** "Bounce High, Bounce Low" (Pg. 29)  
**Materials:** Chart #7, Playground Ball  
1. **Note:** The purpose of this activity is to show how a melody can appear in more than one position on the staff (movable "Do")
- Circle standing, echo melody with text

independent group situations.

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

**4.PE.18** Rate the enjoyment of participating in challenging and mastered physical activities; and

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

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

**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.)**
- 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**

**3.PE.1** Perform a combination of motor

personal and ensemble performances, individually or in collaboration with others.

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

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

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

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

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

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

of a piece of music

3. **Coda** - something short that happens at the end of a piece of music

4. **Form** - the arrangement of sections in a musical composition (eg. AB, ABA)

3. Clap rhythm on chart

4. Play recording "Twelfth Street Rag"

2. **(15-18 min) Group**

**Project:** "Bear Hunting Song" (pg 33)

**Materials:** Visual #4, unpitched percussion

1. Teach song  
2. Class sings melody while patting quarter note pulse; repeat with half note and whole note pulses

3. Using one packet from Visual #4, place each note value on the floor in a different area of the classroom (1/4, 1/2 and whole note)

4. Students choose one of the note values and sit in three groups

5. Each performs individually (patting the

**MU:Re7.2.1a** With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

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

**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.)**
- 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**

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

**K.PE.12** Recognize the established protocol for class activities.

3. Next, bounce ball on each "**bounce**" mentioned in the song; then on final "**bounce**" bounce it to another student and sit down
4. Introduce Chart #7 and explain to students that both melodies are the same but different
  1. Ask students how they are different; how are they the same? (Solfege)
  2. Sing both
2. **(15-18 min) Song with Instruments: "Let Us Chase the Squirrel"** (pg. 30)
  1. **Sing song**, patting knees to 1/4 pulse
  2. Teacher notates 16 pulses on board while singing song
  3. **Tie two pulses together** (on the bottom) to **introduce "tie" (1/2 note pulse)** while pointing to each group
  4. **Label each "tie"** or 1/4 note **as a 1/2 note**
  5. Draw a half note on the board; **class speaks "Ta-a"** as teacher

skills in various contexts.

**3.PE.8** Describe the concept of physical fitness and provide examples of physical activity than enhance fitness.

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

**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.17** Discuss the relationship between physical activity and good health.

**3.PE.6** Chart participation in physical activities outside health enhancement class.

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

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

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

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

**FITNESS WEEK**

**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**

pulse while singing) before combining

6. Discuss traditional instruments used in Native American music (drums, rattles, bells, rocks, sticks, etc.)

7. Each group chooses available instruments from one of the categories to play the pulse
8. Sing while all three groups perform simultaneously

3. **(3-5 min) Movement Activity:** Major and Minor (pg 33)

1. Play major (Piano Sontata #16) C Major) and minor (Shostakovich) music
2. Students move in relations to the music
3. Teacher plays both major and minor on the piano

4. **(3-5 min) Melodic Reading:** Major Pentatonic Cards **Materials:** Visual #3

1. Echo sing short patterns using SLMRD
2. Present visual #3 as flash cards pointing to each circle; have students sing and use hand signals

**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.

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

**K.PE.18** Identify physical activities that result in a positive personal experience while playing with friends.

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

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

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

**K.PE.7** Recognize that physical activity causes physical changes.

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

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

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

- points to the new note
6. **Sing song patting 1/2 note pulse**
  7. **Transfer 1/2 note pat to xylos; choose one student to do the glissando for the "up" and "down" part**
  8. INTRODUCE TERM CODA something short at the end of a piece of music (pg 31)
  3. **(8-10 min) Song with Movement: "All Round the Brickyard"** (pg. 31)  
**Materials:** Piano
    1. Sing verse verse standing still
    2. Sing song completing actions "step it" as called for in the song; walk for seven beats after the song
    3. Complete addl. verses with different movements
  4. **(5 min) Rhythmic Reading: Rhythm Game** (pg. 32)  
**Materials:** Visual #2, Smart-board,
    1. Present Visual #2 cards
    2. Review the ways to make an 1/8th note
    3. Class speaks rhythm then switches cards around to make a new rhythm

- 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

#### Standards

- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.6** Chart and analyze fitness benefits of physical activity outside health enhancement class.
- 5.PE.7** Actively participate in all activities of health enhancement class.
- 5.PE.8** Differentiate between skill-related and health-related fitness.
- 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.12** Give corrective feedback respectfully to peers.
- 5.PE.14** Accept, recognize, and actively involve

5. **(15-18 min) Song with Instruments: "Hill and Gully Rider"** (pg 34)  
**Materials:** xylo visual, barred instruments, CBB - F
  1. *This game introduces adapted melody*
  2. Class pats (alternating hands) 4 beats after teacher sings each melodic fragment
  3. Repeat inviting students to sing
  4. Perform while teacher play CBB
  5. Demo playing 4 beats, alternating hands on a barred instrument set in F pentatonic (remove F's and B's)
  6. Assign barred instruments
  7. Perform song with instruments (teacher on Contra Bass Bars/use Bass xylo because we don't have these)
  8. Play again challenging students to substitute 2 1/8 notes for one of the beats (beginning rhythmic improvisation)

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

#### 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 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**

#### Standards

- 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.

5. (12-15 min)  
**Speech Activity with Instruments:** "Jelly in the Bowl"  
**Materials:** Rhythm sticks, cowbells(2), tambourines(2)
1. Introduce poem tapping rhythm/melody/ beats with **rhythm sticks**
  2. **Introduce text**
  3. **Introduce ostinato** = melody changes but the bass stays the same)
    1. Melody (*musical notes*) = Rhythm Sticks
    2. Ostinato (bass) "Jelly" = Tambourines
    3. Ostinato (bass) "Yum, Yum" = Cowbells
    4. **NOTE: OSTINATO BEGINS BEFORE POEM**
  4. Review the term Coda (ask for suggestions)

**Standards**

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

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

others with both higher and lower skill abilities into physical activities and group projects.

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

**5.PE.17** Compare the health benefits of participating in selected physical activities.

**5.PE.19** Analyze the social benefits gained from participating in physical activity.

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

9. Class speaks next interlude while rotating to the next instrument
10. Repeat several times encouraging students to improve each time they play
11. **REVIEW FAMILIES OF INSTRUMENTS BY TIMBER USING THE NEXT PART** "Xylos it's your turn..." then all finish the last measure together
12. **Note: You could also invite soloists for each response**

**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:Cn10.0.3a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

**2.PE.18** Compare physical activities that bring confidence and challenges; and

**2.PE.19** Discuss positive results gained from participating in physical activities with others.

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

ideas and works with varied context to deepen understanding.

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

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

**MU:Cr2.1.2a** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

**MU:Cr2.1.2b** Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

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

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

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

**MU:Pr5.1.2a** Apply established criteria to judge the accuracy, expressiveness, and

varied contexts, and daily life.

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

**MU:Cr1.1.3a** Improve rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

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

effectiveness of performances.

**MU:Pr5.1.2b** Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

**MU:Pr6.1.2b** Perform appropriately for the audience and purpose.

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

#### Lesson / Instruction

##### 1. (8-10 min)

##### **Movement**

**Activity:** Movement Game (pg. 32)

**Materials:** Piano

1. Students walk to a 4-beat (quarter note) pulse teacher plays on the lower register
2. Students add clapping to another 4-beat (quarter note) pulse teacher plays on the upper register
3. Choose two students to improvise a 4-beat (1/4 note) pattern

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:Re7.2** Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**MU:Re7.1.3a** Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

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

#### Lesson / Instruction

##### 1. (12-15 min)

##### **Listening**

**Activity:** Labeling Recorders (pg. 32)

**Materials:** Chart #6, recorders, recording

1. Present Chart #6
2. Discuss how the voice of

- on the black keys of the upper register
4. Choose two students to improvise a 4-beat (1/4 note) pattern on the black keys of the lower register
2. **(10-12 min)**  
**Movement**  
**Activity:** Conducting with Hula Hoops  
**Materials:** Hula Hoops
1. This is a conducting game
  2. In a seated circle, each student has an unpitched instrument, wood, metal and skin (introduce timber = quality of sound)
  3. In the center teacher spins hula hoop like a top and students play instruments to reflect the movement (explore terms tempo, dynamics, ritard, accelerando, etc)
  4. Teacher spins three hula hoops, assigning each timber to a hoop and spins them either together or separately
    1. Place hoops in the

- each recorder is a reflection of it's size
3. Ask questions in teachers manual
2. **(3-5 min)**  
**Recorder**  
**Activity:** Reaction Game (pg. 32)
1. Warm up with 4-beat patterns on B, A, G
  2. Extend to: teacher plays an 8-beat phrase with body percussion and students echo on recorder
    1. B = SNAP
    2. A = CLAP
    3. G = PAT
    4. INCORPORATE SKIPS BETWEEN B AND G)
3. **(15-18 min) Cool Tunes #3:** French Song (pg. 33)  
**Materials:** Recorders, Chart #7, xylo visual, AX, AG/SG
1. Use reaction game; have students react to teacher body percussion by playing certain notes on recorders (see above)
  2. Present Chart #7
  3. Review melody using following sequence
    1. Students speak/clap rhythm (teacher tracks on chart)

- middle of the floor
2. Teacher randomly steps inside each hoop and students with corresponding instruments play
  3. Ask student to help by being 2nd conductor
    - step in two hoops at the same time (two instruments play)
    - add pulse or rhythm
    - explore tempo and dynamics (variation in loudness)
    - develop rhythmic ostinato (bass usually, phrase that repeats and repeats)
    - review accelerando (gradually getting faster) and ritardando (gradual

2. Students identify letter
  3. names while fingering pitches
  4. Students play melody
  4. Discuss origin of song referring to map on chart
  5. Students play recorder while teacher accompanies on AX (1st four measures)
  6. Assign Activity #2 from Cool Tunes
4. **(5-7 min) Movement**  
**Activity:** Exploring Pulse (pg. 34) **Materials:** Temple Blocks (don't have so use handheld block), conga
1. Students will react to 2 different sounds
  2. Begin with 1/4 note pulse played on conga drums and students walking
  3. Add block and explore clapping to 1/2 note. whole note. or 1/8th notes while walking the quarter note pulse
5. **(12-15 min) Song with**  
**Instruments:**The Blacksmith (pg.35) **Materials** : Solfege Ladder, barred

- getting slower)
3. (10-12 min)  
**Instruments**  
**Activity:** Q & A on Unpitched Instruments (pg. 33)  
**Materials:** Unpitched instruments, conga drum, temple blocks, suspended symbol
1. Standing facing teacher, scattered each with an instrument, warm up as teacher claps rhythmic phrase (4 measures in a 2/4 ending on beat seven; class echoes
  2. Extend to where teacher claps a question, and students create answers (together)
  3. In order to classify unpitched percussion by timbre, teacher plays conga drum, temple blocks,, or suspended symbol
    1. ? on temple blocks = answer on woods
    2. ? on suspended symbol = answer on metals
    3. ? on conga drum =

- Instruments, railroad spikes
1. Warm Up: Sing short melodic patterns with solfege and hand signals
  2. Refine to contour of melody
  3. Teacher sings song while students pantomime the action of a blacksmith (move arms up and down to the 1/2 note pulse, hands clasped)
  4. Echo melody by phrase
  5. To prepare level bordun, transfer blacksmith actions to pat/clap; sing song twice
  6. Transfer body percussion to barred instruments
  7. **NOTE: A BLACKSMITH MAKES HORSESHOES AND OTHER OBJECTS FROM IRON**

**Standards**

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

**MU:Cn11.0.4a** Demonstrate understanding of relationships between music and the other arts, other disciplines,

answer on  
skins

4. AS A  
CHALLENGE  
HAVE  
STUDENTS  
FACE  
AWAY  
FROM YOU

4. (20-25 min)

**Recorder**

**Activity:** "*A Boy Named Sean*" (pg. 34)

**Materials:** Smart-board, xylo visual, BX, AX, SX, suspended symbol, unpitched instruments

1. Echo BAGE
2. Draw staff on board and choose four students to notate E, G, A, and B on the staff
3. Sing BAGE (piano also?) while students echo on recorders
4. Refine to E-G-A-B-A-G-B
5. Using this sequence of pitches (notes), teacher sings letter names, students echo on recorder
6. Add song: teacher sings each phrase followed by students inserting recorder melody (main tune pg. 35)
7. Develop the orchestration: each sing ostinato (bass part that is

varied contexts, and daily life.

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

**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: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:Pr5.1.4a** 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

repeated over and over) while teacher points to the corresponding notes/pitches on the xylo visual

1. They join singing when ready
8. Transfer each osinato to xylos
9. Demo suspended cymbal part; transfer to student
10. Perform song and recorder and recorder with orchestration
11. Add CODA; orchestra continues after melody for 4 measures ending on the 1st beat of the 5th measure, wait 5 beats of rest and all whisper "Yeah!"
12. Perform a 2nd time with a volunteer soloist to sing melody

#### 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:Cr3.1** Evaluate and Refine - Evaluate

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.

and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

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

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

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

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

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

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

**MU:Pr4.2.5a** 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 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.

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