

Monday 11/28/2022	Tuesday 11/29/2022	Wednesday 11/30/2022	Thursday 12/01/2022	Friday 12/02/2022
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am
Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am
Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to the best of their ability Sing as a choir to chosen holiday song to 95% accuracy 	Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to the best of their ability Sing as a choir to chosen holiday song to 95% accuracy 	Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to the best of their ability Sing as a choir to chosen holiday song to 95% accuracy 	Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to the best of their ability Sing as a choir to chosen holiday song to 95% accuracy 	Objective: <ul style="list-style-type: none"> Obtain 100% proficiency on each instrument individually Play together in sync with remaining instruments to the best of their ability Sing as a choir to chosen holiday song to 95% accuracy
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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 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.

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

MU:Pr4.2.8b 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

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

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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.

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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.

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Music PK 12:15pm - 1:00pm

Objectives:

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Music 1 12:15pm - 1:00pm

Objectives:

- Pulse, repertoire
- Phrase, same/ different
- Unpitched percussion technique

Lesson / Instruction

1. **(10-12 min) Singing**
Game: "All Around the Kitchen" (pg 44)

Materials:
Recording

1. Circle Standing sing song and encourage students to join when comfortable
2. Students march while singing song, then do the actions as they come up in the song

2. **(10-12 min) Song with Movement:** "Sally Has One Friend" (pg 45)

Materials: BX

2. In seated circle, one student (Sally) chooses another student and both walk around the outside of the circle (Sally in front)
3. Class sings while teacher plays BX
4. On last word, Sally taps a new student to join the end of the line
5. Class counts # of friends with Sally, teacher

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)
5. Discuss rules
6. Hand out "My Fitness Journey - Record Chart" to each student
7. Break the class into groups
8. Give each group a timer and let them begin
9. Circulate to make sure groups are following the procedure

Standards

2.1c Exhibit a variety of small motor skills.

- Pulse, repertoire
- Phrase, same/ different
- Unpitched percussion technique

Lesson / Instruction

1. **(10-12 min) Singing**
Game: "All Around the Kitchen" (pg 44)
Materials:
Recording

1. Circle Standing sing song and encourage students to join when comfortable
2. Students march while singing song, then do the actions as they come up in the song

2. **(10-12 min) Song with Movement:** "Sally Has One Friend" (pg 45)
Materials: BX

2. In seated circle, one student (Sally) chooses another student and both walk around the outside of the circle (Sally in front)
3. Class sings while teacher plays BX
4. On last word, Sally taps a new student to join the end of the line
5. Class counts # of friends with Sally, teacher plays low C on BX as counted

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)
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

- Ta/Ti-Ti, label repeat sign
- Vocal repertoire
- Unpitched percussion technique
- Ta/Ti-Ti/rest
- Pulse, vocal repertoire

Lesson / Instruction

1. **(10-12 mi) Rhythmic Reading:** "Engine, Engine" (pg 31)
Materials:
Visual #2, Chart #4, barred instruments

1. Review song
2. Present Visuals "choo-choo" and "train"
3. Class speaks "train" and choo-choo" as teacher repeatedly points to cards
4. Class chooses four cards to place on chart
5. Speak "train" and "choo-choo" as "Ta" and "Ti-Ti"
6. Show students what a repeat sign is and repeat rhythm twice
7. Perform ABA: sing-speak-sing

2. **(5 min) Song:** "America" (pg 31)
Materials:
Recording

1. Teach text of song to students (explain that it is a patriotic song)

plays low C on BX as counted

6. Game continues until Sally has 10 friends then 10 becomes new leader

3. **(2-3 min) Finger Play: "Grandma's Spectacles" (pg 45)**

1. Speak poem with following actions:
 1. "spectacles" = students make glasses with thumb and index finger
 2. "hat" = hands on head
 3. "fold" = fold hands
 4. "lap" = place hands on lap
2. Extend to:
 1. Speak with actions
 2. Think with actions
 3. Speak with actions

4. **(5-8 min) Movement Activity: "Friends hip" (pg 46)**

Materials: Recording

1. Copy Cat activity
2. In a seated position, play recording; students copy actions performed by teacher
3. MUSIC ALTERNATES BETWEEN **Staccato**

2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.

2.2c Use developing motor skills to move more independently.

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.3h Adapt movements to specific situations.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.

2.7c Respond to warnings and redirection for unsafe behaviors in situations, although not consistently.

2.7d Recognize rules and follow basic safety instructions.

2.7f Understand and anticipate potential

6. Game continues until Sally has 10 friends then 10 becomes new leader

3. **(2-3 min) Finger Play: "Grandma's Spectacles" (pg 45)**

1. Speak poem with following actions:
 1. "spectacles" = students make glasses with thumb and index finger
 2. "hat" = hands on head
 3. "fold" = fold hands
 4. "lap" = place hands on lap
2. Extend to:
 1. Speak with actions
 2. Think with actions
 3. Speak with actions

4. **(5-8 min) Movement Activity: "Friends hip" (pg 46)**

Materials: Recording

1. Copy Cat activity
2. In a seated position, play recording; students copy actions performed by teacher
3. MUSIC ALTERNATES BETWEEN **Staccato** (emphasizes 8th note pulse/short) and

1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.

1.PE.3 Move in self-space.

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.

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.15 Discuss ways to accept other's ideas, cultural diversity, and body types.

2. Play recording and sing song

3. **(10-12 min) Song with Instruments: "I Can Play the Wood Block" (pg 33)** **Materials:** Wood blocks, cowbells, and other

unpitched percussion instruments

1. Seated in a circle, sing song playing wood blocks (students pass to their left when done until all have had a chance)
2. Introduce 2nd, then 3rd, etc. instrument to play during the song

4. **(10-15 min) Notation Activity: Popsicle Game (pg 36)**

Materials: 10 bags of 12 Popsicle Sticks, Conga Drum w/mallet

1. Form groups of two
2. Teacher clap a four beat pattern and students draw the pattern with sticks
3. Teacher writes correct pattern on board (after a few turns have a student come up and write the

ccato
(emphasizes 8th note pulse/ short) and **Legato** (bound: fluid and sustained)

- Movements should reflect Staccato and Legato
- Play a 2nd time inviting students to improv responses to same/different

5. (10-12 min) **Speech Activity with Instruments:** "Mama's in the Kitchen" (pg 47) **Materials:** Ch art #6, Visual #6,

2
tambourines, 2 wood blocks, 2 hand drums with mallets, 2 cowbells,

- Echo text while students pat pulse
- Ask short questions to help students learn text ("Who's in the living room?", "Where is Mama?", etc.
- Class speaks poem while patting pulse
- Present chart; class speaks poem while teacher points to each instrument picture (1/4 note pulse)

consequences of disregarding rules.

PE 4 1:00pm - 1:45pm

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
- 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
- Break up the class into groups
- Give each group a timer and let them begin

Legato (bound: fluid and sustained)

- Movements should reflect Staccato and Legato
- Play a 2nd time inviting students to improv responses to same/different

5. (10-12 min) **Speech Activity with Instruments:** "Mama's in the Kitchen" (pg 47) **Materials:** Ch art #6, Visual #6,

2
tambourines, 2 wood blocks, 2 hand drums with mallets, 2 cowbells,

- Echo text while students pat pulse
- Ask short questions to help students learn text ("Who's in the living room?", "Where is Mama?", etc.
- Class speaks poem while patting pulse
- Present chart; class speaks poem while teacher points to each instrument picture (1/4 note pulse)
- Students identify each instrument

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

Music 3 1:00pm - 1:45pm

Objectives:

- Prepare dotted half note, accent
- Repertoire, ostinato, Interlude
- Phrase
- Label dotted half note
- Introduction/ Interlude/Coda

Lesson / Instruction

- (5-8 min) **Rhythmic Reading/Song:** Prepare Dotted Half
Note: "America, My Country!" (pg 38)
Materials: Smart-board
 - Draw repeat, 1/4 note with accent, 2 1/4 notes, and another repeat on board
 - Class identifies 1/4 notes, repeat signs, and accent > (moderately short attack)
 - Students speak and clap the

pattern on the board

5. (12-15 min) **Song with Instruments:** "Yu ki Song" (pg 36) **Materials:** Tubanos Drum w/ Mallet (straight/ tall) Recorder

- Explain to students that this is a Native American song that comes from Northern California
- Play the melody on the Recorder for the class while they pat the beat
- Echo sing melody w/ nonsense phrase "La, La,..."
- Transfer to a steady beat on the drums (show how to dampen sound by putting hand on head of drum)

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 music and the other arts, other disciplines,

5. Students identify each instrument

6. **Divide class into 4 lines facing chart:**

1. The first two students in line play instruments on each phrase as noted on chart (tam, block, drum, bell)
2. Then 1 student chooses a Visual #6 card and both players play that number of beats then move to the back of the line

6. **(8-10 min)**
Song: "Hush, Little Baby" (pg 48)

Materials: Chart #7, Ukulele (C and G note)

1. Present chart to help students learn the verses of this lullaby
2. Sing together with teacher on ukulele
3. If time play Carly Simon's "Mockingbird"

Standards

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

9. Circulate to make sure groups are following the procedure

Standards

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

4.PE.2 Combine locomotor movement patterns and dance steps used in an original dance.

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

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

4.PE.10 Demonstrate responsible behavior in independent group situations.

4.PE.11 Reflect on personal social behavior in physical activity.

4.PE.12 Listen respectfully to

6. **Divide class into 4 lines facing chart:**

1. The first two students in line play instruments on each phrase as noted on chart (tam, block, drum, bell)
2. Then 1 student chooses a Visual #6 card and both players play that number of beats then move to the back of the line

6. **(8-10 min)**
Song: "Hush, Little Baby" (pg 48)

Materials: Chart #7, Ukulele (C and G note)

1. Present chart to help students learn the verses of this lullaby
2. Sing together with teacher on ukulele
3. If time play Carly Simon's "Mockingbird"

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

"Ta's" change the accented beat to a pat

2. **(18-20 min) Song with Movement/ Instruments:** "When Johnny Comes Marching Home" (pg 38-39) **Materials:** Hand Drums, Mallets, Recording

1. Teach song
2. Add movements
3. Add Ostinato on hand drums
4. Review the term **Interlude** as "*something short that happens in the middle of a piece of music*"
5. Ask if "When Johnny Comes..." is Major or Minor (G minor)
6. Ask if "America, My Country!..." is Major or Minor (D# Minor)
 1. **Play examples:**
Boston - Major
Europe - Minor

3. **(1-2 min) Review crescendo and decrescendo**

4. **(8-10 mins) Movement**
Activity: Moving with Scarves (pg 41)
Materials: Scarves, Recording

1. To prepare for dotted half note, give students an opportunity to move to the

varied contexts, and daily life.

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

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:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

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

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

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

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

MU:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as

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

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

deepen understanding.

MU:Cn11.0.Ka Demonstrate understanding of relationships between 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: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:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology.

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

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

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

pulse in a 3/4 meter

2. Scattered standing, play follow the leader
3. Model the dotted half note (2 plus half more for 3 beats total) while playing the recording

5. **(8-10 mins)**

Rhythmic

Reading: Label Dotted Half Note (pg 44)

Materials: Chart #6

1. Present Chart #6
2. Review two tied 1/4 notes = 1/2 note (as shown on chart)
3. Explain 3 tied 1/4 notes = dotted 1/2 note (Ta-a-a)
4. Play game:
 1. Teacher points to one of the half notes as class speaks and claps the note value: change to another note
 2. Class performs one rhythm while teacher performs another

6. **(8-10 min) Group Project:** Visualizing Form (pg 46)

Materials: Visual #6, Smart-board, masking tape

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

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

PE K 1:00pm - 1:45pm

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)
5. Discuss rules

voice quality, dynamics, and tempo).
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.

MU:Re8.1.PreKa With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

Music 2 1:00pm - 1:45pm

Objectives:

- Pulse (quarter note/half note)
- 1/4 note, 1/8 note, half note
- Half rest, repertoire, ostinato
- SML

Lesson / Instruction

1. **(5-8 min)**
Movement Game: Moving to the Pulse: *"Rock 'n Stop"* [email](#) (pg

- 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
 7. Break up the class into groups
 8. Give each group a timer and let them begin
 9. Circulate to make sure groups are following the procedure

Standards

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

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

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Practice Time 1:00pm - 2:00pm

PE 5 1:45pm - 2:30pm

1. Review musical form (Introduction, Interlude, Coda)
2. Ask students to arrange cards in order for *"12th Street Rag"*

7. (10 mins) Practice for Concert

1. **(2-3 min) Exit Ticket:** Present accent and repeat signs and ask/ explain (WRITE ON BOARD OR FIND CARDS)

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- 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:Cr2.1.3b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in

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

- 2.2b** 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.

Recess 1:45pm - 2:00pm

PE 2 2:00pm - 2:45pm

FITNESS WEEK

Objective:

- Students will:
 - Monitor and understand

37)

Materials: Hand Drum, Smart board, Recording

- To prepare for recording play a quarter note pulse on the hand drum @ 144 bpm and half note @ 72 bpm
- Draw a 1/4 note and a 1/2 note on the board and continue game substituting drum for pointing to notes
 - Note: be sure to tap the pulse while pointing to either notes*

2. (10-12 min)
Rhythmic Reading: Turkey (pg 38)

Materials:
Visual #7

- Present front of cards as flash cards; teacher speaks text and class echos
- Challenge class to guess the rhythm on the back of each card
- Present back of each card as flash cards; class speaks using rhythm syllables
 - Game One: Class reads flash cards (front and back) as

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

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

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

Q1 Band 2:45pm - 3:30pm

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
- 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
- Break the class into groups
- Give each group a timer and let them begin
- Circulate to make sure

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:Pr5.1.3a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

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.

MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Music 4 1:45pm - 2:30pm

Objectives:

- Rhythm patterns, phrase

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
- 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 the class into groups
- Give each group a timer and let them begin
- Circulate to make sure groups are following the procedure

Standards

2.2b Develop muscle tone and strength in trunk,

teacher mixes up order; repeat with opposite side of card

2. Game Two: Class speaks the opposite of what they see (teacher shows text, class speaks notes); then reverse

3. Extension: Divide class into 4 groups, each responsible for one card/ rhythm. Perform together or ostinato

3. **(5-8 min) Song with Movement:** "*You're a Grand Old Flag*" (pg 38)

Materials: Visual #6, Recording

1. Review the song and present the card with two 1/4 notes and a 1/2 rest
2. Students review and define the 1/2 rest and remind them of touching the shoulders
3. Students perform the song using body percussion (clap and shoulders)

groups are following the procedure

Standards

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

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.

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.

- SR-BAG
- Label woodwind family
- SR-GE, create ostinato, extended form

Lesson / Instruction

1. **(5-8 min) Rhythmic Reading:** Rhythmic Cards (pg 36)
Materials: Visual #13
 1. Introduce Ti-Ta-Ti, eighth rest and review time signature
2. **(5-10 min) Recorder Activity:** B-A-G Games (pg 36)
Materials: Recorders, Visual #3
 1. Game #1: Present visual #3 cards as flash cards, students name pitches in order
3. **(5 min) Listening Activity:** Label Woodwind Family (pg 37)
Materials: Chart #8
 1. Present chart
 2. Label woodwind family as instruments where sound is produced through a column of air and in most cases requires a reed (a thin piece of cane fixed at one end which vibrates)
4. **(5-10 min) Recorder Activity:** Recorder

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.

Q1 Band 2:45pm - 3:30pm

4. (2-3 min)
Rhythmic Reading: Rhythm Cards (pg 39)

Materials: Visual #6

1. Review cards with Ta's and Ti's and tapping shoulders for rests

5. (5-8 min)
Listening Game: So La Mi Game (pg 39)

Materials: Smart-board

1. Contest between teacher and class
2. Teacher sings four-beat melodic patterns with hand signals using SML; class echos
3. Class echos all patterns except "So La Mi" - if students repeat that pattern it's a point for the teacher
4. If students sing it correctly it's a point for the class
5. *Note: If any student accidentally sings the patterns and other students point, groan, etc. teacher gets 2 points*

6. (10 mins)
Practice Songs for Concert

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

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

Q1 Band 2:45pm - 3:30pm

r - BAGE (pg 43)

Materials:

Fingering Chart for BAGE

1. Echo 4-beat patterns on BAG
2. Introduce note E
3. Remind students as more holes are covered less air is needed
4. Stand behind class and continue to echo patterns on G and E

5. (18-20 min) **Cool Tunes #4:** "Rain, Rain" (pg 43-44)

Materials: Visual #2, Chart #9, recorders, barred instruments

1. Present G and E treble clef cards
2. Students identify notes and play on recorder
3. Teacher taps 4-beat patterns alternating cards; students echo on recorders
4. Present Chart #9
 - speak.clap rhythm
 - identify letter names
 - sing letters names while fingering notes on recorder
 - play melody

6. (15 min) **Practice for Concert**

Standards

Standards

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

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

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

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

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

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

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

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: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

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

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

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

personal performances.

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

Band 5 1:45pm - 2:30pm

Objective:

- Identify orchestral families

Lesson / Instruction

• **Listening**

Activity: Families of the Orchestra (pg 46)

Materials: Visual #5, Recordings

1. Distribute orchestra packets to each student
2. Activity #1:
 1. Play a short excerpt from each of the following recordings; students identify and raise corresponding card

• **Practice Songs for Concert**

Standards

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

MU:Cn11.0.5a Demonstrate

understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

MU: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: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:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Q1 Band 2:45pm - 3:30pm