

Monday 11/07/2022	Tuesday 11/08/2022	Wednesday 11/09/2022	Thursday 11/10/2022	Friday 11/11/2022
<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>P/T Conferences</b> 1-7pm 7:45am - 8:00am	<b>No School</b> <b>Veterans Day</b>
<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>Breakfast Duty</b> 8:00am - 8:30am	
<b>Notes / Reflection</b> 1. <b>Star Spangled Banner - Madison Singing</b> 2. <b>Deck the Halls - Band</b> 3. <b>You're a Mean One (Grinch) - Choir</b>  <b>Trumpet:</b> Danian, Cale, <b>Clarinet:</b> Lillianna, JuLisa, Nathan, Piper <b>Tuba:</b> Joe <b>Xylophone, Piano. Drum:</b> Jaxson <b>Piano, Vocal Xylophone:</b> Madison <b>Drums, Flute:</b> Gabe <b>Tenor Sax:</b> Ashton	<b>Notes / Reflection</b> 1. <b>Star Spangled Banner - Madison Singing</b> 2. <b>Deck the Halls - Band</b> 3. <b>You're a Mean One (Grinch) - Choir</b>  <b>Trumpet:</b> Danian, Cale, <b>Clarinet:</b> Lillianna, JuLisa, Nathan, Piper <b>Tuba:</b> Joe <b>Xylophone, Piano. Drum:</b> Jaxson <b>Piano, Vocal Xylophone:</b> Madison <b>Drums, Flute:</b> Gabe <b>Tenor Sax:</b> Ashton	<b>Notes / Reflection</b> 1. <b>Star Spangled Banner - Madison Singing</b> 2. <b>Deck the Halls - Band</b> 3. <b>You're a Mean One (Grinch) - Choir</b>  <b>Trumpet:</b> Danian, Cale, <b>Clarinet:</b> Lillianna, JuLisa, Nathan, Piper <b>Tuba:</b> Joe <b>Xylophone, Piano. Drum:</b> Jaxson <b>Piano, Vocal Xylophone:</b> Madison <b>Drums, Flute:</b> Gabe <b>Tenor Sax:</b> Ashton	<b>Band/Choir 7 &amp; 8</b> 8:35am - 9:30am <b>Notes / Reflection</b> 1. <b>Star Spangled Banner - Madison Singing</b> 2. <b>Deck the Halls - Band</b> 3. <b>You're a Mean One (Grinch) - Choir</b>  <b>Trumpet:</b> Danian, Cale, <b>Clarinet:</b> Lillianna, JuLisa, Nathan, Piper <b>Tuba:</b> Joe <b>Xylophone, Piano. Drum:</b> Jaxson <b>Piano, Vocal Xylophone:</b> Madison <b>Drums, Flute:</b> Gabe <b>Tenor Sax:</b> Ashton	
<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to the best of their ability</li> <li>Sing as a choir to chosen holiday song to 95% accuracy</li> </ul>	<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to the best of their ability</li> <li>Sing as a choir to chosen holiday song to 95% accuracy</li> </ul>	<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to the best of their ability</li> <li>Sing as a choir to chosen holiday song to 95% accuracy</li> </ul>	<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to the best of their ability</li> <li>Sing as a choir to chosen holiday song to 95% accuracy</li> </ul>	
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**MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

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

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

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

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

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

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

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instruments for concert

### Standards

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**MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of

form, and use of sound sources.

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

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

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

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

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

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

**MU:Pr4.3.8a** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the

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elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

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

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

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

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

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

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

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<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Practice to 100% proficiency</li> </ul>
<p><b>Lesson / Instruction</b></p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Begin class with warm-up scales</li> <li>2. Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies</li> <li>3. Have some of the class work on note flashcards</li> <li>4. Allow students to practice on individual instruments for concert</li> </ol>
<p><b>Standards</b></p> <p><b>MU:Re9.1.6a</b> Apply teacher-provided criteria to evaluate musical works or performances.</p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p>

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

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

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

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

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

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**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.

**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.

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**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.

Prep 10:28am - 11:30am

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

Music PK 12:15pm - 1:00pm

PE PK 12:15pm - 1:00pm

Music K 12:15pm - 1:00pm

PE 1 12:15pm - 1:00pm

**Objectives:**

- Ascertain how much students have learned in music thus far
- Summative Assessments

**Objective:**

- Learn cooperative strategies and team-building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active.

**Objectives:**

- Ascertain how much students have learned in music thus far
- Summative Assessments

**Lesson / Instruction**  
*No class - PT Conferences*

**Lesson / Instruction**

1. Count the Instruments Worksheet
2. Circle the Odd One Out (Instruments) Worksheet
3. Trace instrument name and color an Instrument
4. I Spy Music Worksheet
5. If time left play drums to a strong beat "Happy" by Pharrell Williams
  1. Start with clapping pattern 4/4 time signature

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Simon Says (Card 5)

**Go Fitness - Limber Limbs Stretching Activities (12 min)**

- Stretch Routine (Card 60)

**Go Activity (15 min) - Moving and Traveling Activities**

**Lesson / Instruction**

1. Count the Instruments Worksheet
2. Circle the Odd One Out (Instruments) Worksheet
3. Trace and Color and Instrument
4. I Spy Music Worksheet
5. If time left play drums or Xylophones to a beat on the Smartboard

**P/T Conferences**  
1:00pm - 7:00pm

Music 3 1:00pm - 1:45pm  
**Lesson / Instruction**  
*No class - PT Conferences*

Music 4 1:45pm - 2:30pm  
**Lesson / Instruction**  
*No class - PT Conferences*

Practice Time  
1:00pm - 2:00pm

PE 5 1:45pm - 2:30pm

**Standards**

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

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

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

**Objectives:**

- Ascertain how much students have learned in music thus far
- Formative Assessments

**Lesson / Instruction**

1. Music Survey
2. Red Light, Green Light with Whole note, Half Note, and Quarter Note Game
3. Practice playing:
  1. "Jingle Bells" (Look up Bell Choir on Smartboard)
4. Practice singing:
  1. "O' Christmas Tree"
5. I Spy Music Worksheet

**Standards**

**MU:Cn11.0.2a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Islands (Card 317) **Need:** One hula hop per person

**Cool-down (5 min)**

- Simon Says (Card 5)

**Standards**

- 2.1b** Explore toys and objects with hands and mouth.
- 2.1c** Exhibit a variety of small motor skills.
- 2.1f** Perform increasingly more sophisticated actions requiring hand-eye coordination.
- 2.2a** Exhibit physical reflexes in response to stimulation.
- 2.2b** Develop muscle tone and strength in trunk, neck, head, arms and legs.
- 2.2c** Use developing motor skills to move more independently.
- 2.2d** Develop coordination to use motor skills with toys.
- 2.2e** Demonstrate skills to move in the environment.
- 2.2f** Refine motor coordination and skills to play with toys and people.
- 2.2h** Perform large motor movement alone or with others.
- 2.2i** Manipulate objects with large muscles.
- 2.3b** Focus eyes on near and far objects.
- 2.3f** Demonstrate an awareness of her body in space.

**Objective:**

- Cardiovascular Efficiency, Throwing

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up (5 min)** Quick Draw

- (Card 8)

**Go Fitness (12 min)** - Muscular Strength & Endurance

**Need:** Juggling Scarves

- (Card 235-236)

**Go Activity: Flying Disc - CATCH**

Challenge III (15 min)

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

1. Ultimate Flying Disk (Card 235-236) **KIDS KNOW HOW TO PLAY THIS**

**Cool-down (5 min) -** Quick Draw

- (Card 8)

**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.

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

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

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

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

**2.3i** Demonstrate concepts through movement.

**2.4a** React to participation in daily routines.

**2.4e** Participate in healthy routines.

**2.4g** Participate in bathroom routines with growing independence.

**2.6a** Attempt new large and small motor activities.

**2.6b** Participate in simple movement games.

**2.6f** Participate in physically active games with peers.

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

**2.7d** Recognize rules and follow basic safety instructions.

**2.7i** Control or appropriately express intense emotions most of the time.

**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.

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

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

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

**Objective:**

- Summative Assessment for notes and their values

**Lesson / Instruction**

1. Rhythm Bingo (students must read and decipher beats for each note in order to read the bingo)

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

**Objective:**

- Cardiovascular Efficiency, Throwing

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up (5 min) Quick Draw**

- (Card 8)

card and play the game  
1. Opportunity for summative assessment

**Standards**

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

**MU:Cn10.0.5a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

**Go Fitness (12 min)**  
- Muscular Strength & Endurance  
**Need:** Juggling Scarves  
• (Card 235-236)

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

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

1. Ultimate Flying Disk (Card 235-236) **KIDS KNOW HOW TO PLAY THIS**

**Cool-down (5 min) - Quick Draw**  
• (Card 8)

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

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

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

**4.PE.12** Listen respectfully to corrective feedback from others.

**4.PE.13** Adhere to rules of etiquette in a variety of physical activities.

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

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

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

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

**Objective:**

- Cardiovascular Efficiency, Throwing

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up (5 min) Quick Draw**

- (Card 8)

**Go Fitness (12 min)**

- Muscular Strength & Endurance

**Need:** Juggling Scarves

- (Card 235-236)

**Go Activity: Flying**

**Disc - CATCH**  
Challenge III (15 min)

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

1. Ultimate Flying Disk (Card 235-236) **KIDS KNOW HOW TO PLAY THIS**

**Cool-down (5 min) -**

Quick Draw

- (Card 8)

**Standards**

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

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

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

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

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

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

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

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

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

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

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