

Monday 03/13/2023	Tuesday 03/14/2023	Wednesday 03/15/2023	Thursday 03/16/2023	Friday 03/17/2023
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
Objectives: <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Entire class plays C Major Scale <i>in unison</i> at the beginning of class (regular and jazz vewrsion) Sheet music is distributed to those who have completed the C Major Scale, students are working on Spring Concert music Students perfect their chosen musical (in groups) pieces to play for Spring Concert in May 	Objectives: <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Entire class plays C Major Scale <i>in unison</i> at the beginning of class (regular and jazz vewrsion) Sheet music is distributed to those who have completed the C Major Scale, students are working on Spring Concert music Students perfect their chosen musical (in groups) pieces to play for Spring Concert in May 	Objectives: <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Entire class plays C Major Scale <i>in unison</i> at the beginning of class (regular and jazz vewrsion) Sheet music is distributed to those who have completed the C Major Scale, students are working on Spring Concert music Students perfect their chosen musical (in groups) pieces to play for Spring Concert in May 	Objectives: <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Entire class plays C Major Scale <i>in unison</i> at the beginning of class (regular and jazz vewrsion) Sheet music is distributed to those who have completed the C Major Scale, students are working on Spring Concert music Students perfect their chosen musical (in groups) pieces to play for Spring Concert in May 	Objectives: <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Entire class plays C Major Scale <i>in unison</i> at the beginning of class (regular and jazz vewrsion) Sheet music is distributed to those who have completed the C Major Scale, students are working on Spring Concert music Students perfect their chosen musical (in groups) pieces to play for Spring Concert in May
Lesson / Instruction <ol style="list-style-type: none"> Music joke/riddle of the day Scales with all instruments Students to work with their instrument group on scales, songs, and patterns Check in with guitars: <ol style="list-style-type: none"> Ask student/s to demonstrate the song they are working on Check in with clarinets: 	Lesson / Instruction <ol style="list-style-type: none"> Music joke/riddle of the day Scales with all instruments Students to work with their instrument group on scales, songs, and patterns Check in with guitars: <ol style="list-style-type: none"> Ask student/s to demonstrate the song they are working on Check in with clarinets: 	Lesson / Instruction <ol style="list-style-type: none"> Music joke/riddle of the day Scales with all instruments Students to work with their instrument group on scales, songs, and patterns Check in with guitars: <ol style="list-style-type: none"> Ask student/s to demonstrate the song they are working on Check in with clarinets: 	Lesson / Instruction <ol style="list-style-type: none"> Music joke/riddle of the day Scales with all instruments Students to work with their instrument group on scales, songs, and patterns Check in with guitars: <ol style="list-style-type: none"> Ask student/s to demonstrate the song they are working on Check in with clarinets: 	Lesson / Instruction <ol style="list-style-type: none"> Music joke/riddle of the day Scales with all instruments Students to work with their instrument group on scales, songs, and patterns Check in with guitars: <ol style="list-style-type: none"> Ask student/s to demonstrate the song they are working on Check in with clarinets:

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7. **Check in with piano players:**
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Standards

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

MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to 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:Pr4.1 Select - Select varied musical works to present based on interest,

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<p>knowledge, technical skill, and context.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p>	<p>knowledge, technical skill, and context.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p>	<p>knowledge, technical skill, and context.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p>	<p>knowledge, technical skill, and context.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p>	<p>knowledge, technical skill, and context.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p>
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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: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:Re7.1 Select - Choose music appropriate for a specific purpose or context.

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

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<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>
<p>Music PK 12:15pm - 1:00pm</p>	<p>PE PK 12:15pm - 1:00pm</p>	<p>Music K 12:15pm - 1:00pm</p>	<p>PE 1 12:15pm - 1:00pm</p>	<p>Music 1 12:15pm - 1:00pm</p>
<p>Objective:</p> <ul style="list-style-type: none"> • Pulse, long/short, same/different • Fast/slow, repertoire, dramatic play • Unpitched percussion technique • Body awareness 	<p>Throwing & Catching Activities</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Proper warm-up and cool-down and stretching techniques • Practice and improve fundamental throwing and catching skills • Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness 	<p>Objective:</p> <ul style="list-style-type: none"> • Pulse, long/short, same/different • Fast/slow, repertoire, dramatic play • Unpitched percussion technique • Body awareness 	<p>Throwing & Catching Activities</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Proper warm-up and cool-down and stretching techniques • Practice and improve fundamental throwing and catching skills • Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness 	<p>Objectives:</p> <ul style="list-style-type: none"> • Contour, chord bordun, ABA • Unpitched (classification) 1/4 and 1/8 note, 1/4 rest
<p>Lesson / Instruction</p> <p>1. (8-10 min) Movement Activity: March (pg. 94)</p> <p>Materials: Chart #15, recording</p> <ol style="list-style-type: none"> 1. Present chart 2. With students seated, teacher points to each black square on chart Part One, students speak and pat, alternating hands "March, March, March, March" (to 1/4 note pulse); repeat 3. Introduce Part Two by pointing to each rectangle and having students speak "Sway, sway" (1/2 note pulse) 	<p>Lesson / Instruction</p> <p>Warm Up: (10 min)</p> <ol style="list-style-type: none"> 1. 3 Laps around Gym 2. Go Fitness: Limber Limbs - Stretching Activities <ul style="list-style-type: none"> ◦ Neck - Side to side, left and right ◦ Chest - Hands clasped behind back ◦ Back - Hug body ◦ Truck, sides - Feet shoulder width apart, 	<p>Lesson / Instruction</p> <p>1. (8-10 min) Movement Activity: March (pg. 94)</p> <p>Materials: Chart #15, recording</p> <ol style="list-style-type: none"> 1. Present chart 2. With students seated, teacher points to each black square on chart Part One, students speak and pat, alternating hands "March, March, March, March" (to 1/4 note pulse); repeat 3. Introduce Part Two by pointing to each rectangle and having students speak "Sway, sway" (1/2 note pulse) 	<p>Lesson / Instruction</p> <p>Warm Up: (10 min)</p> <ol style="list-style-type: none"> 1. 3 Laps around Gym 2. Go Fitness: Limber Limbs - Stretching Activities <ul style="list-style-type: none"> ◦ Neck - Side to side, left and right ◦ Chest - Hands clasped behind back ◦ Back - Hug body ◦ Truck, sides - Feet shoulder width apart, 	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> 1. (3-5 min) Vocal Warm-Up: (see pg 77) <p>Materials: Visual #13</p> <ol style="list-style-type: none"> 1. Present cards one at a time and while tracing the shape on the cards, students create vocal sounds that match the contour 2. If time the cards could be turned up-side-down and done again <ol style="list-style-type: none"> 2. (20-25 min) Song with Instruments/ Movement: "<u>Jack and Jill</u>" (pg. 77) <p>Materials: Chart #15, BX, AG, Visual #7</p> <ol style="list-style-type: none"> 1. Present chart 2. Teacher traces each shape as class explores the contour

waving hands above head; repeat

4. Play recording "Irish Reel Melody 1" after a 4-beat Introduction:
 1. Part One = 32 beats
 2. Part Two = 32 beats
5. Stop recording after 2:50 when melody changes
6. Repeat transferring to movement:
 1. Part One: march through space
 2. Part Two = stand still and sway arms above head

2. **(10-12 min) Song with Movement: "Michael Finnegan"** (pg. 95)
 1. Sing song together
 2. Add actions:
 1. Ms. 1-2 = hold imaginary cane
 2. Ms. 3-4 = touch imaginary whiskers
 3. Ms. 5-6 = flick hands, then touch whiskers
 4. Ms. 7-8 = Make sad face
 3. Repeat several times increasing the tempo each time
3. **(10-12 min) Song: "This Old Man"** (pg. 95)

Materials:
Piano, unpitched percussion

 1. Introduce song

hand on hip, lean to one side, then the other

- Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
- Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
- Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

Go Fitness: Tag You're It! (10 min)

1. Rainbow Crossing (Card 107)

Go Activity: Throwing & Catching Activities (10 min)
Materials: 1 bean bag per pair

1. Partner Catch (Card 377)

Go Activity: Throwing & Catching Activities (5 min)
Materials: 1 bean bag

1. Shooting Star (Card 378-379)

Go Activity: Throwing & Catching Activities (10 min)
Materials: 1 bean bag per pair

1. Circle Step Back (Card 380-381)

Cool-down: (5 min)

1. Simon Says (Card 5)

waving hands above head; repeat

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Cool-down: (5 min)

1. Simon Says (Card 5)

with vocal sounds (nonsense syllable)

3. Add text while tracing contours on chart
4. Pat steady beat
5. Transfer to instruments = steady beat for BX, BM
6. Play two D's on "water" and "after"
7. Echo text to B section; add movement (see teacher's manual for movement)

3. **(12-15 min) Speech Activity with Instruments: One, Two, Three** (pg.79) **Materials:** Visual #6 (Grade 1), unpitched percussion cards, unpitched instruments
 1. Present the 3 cards shown in teachers manual (from Visual #6)
 2. Play listening game where teacher claps and student guess which cards
 3. To prepare rhythm of poem teach points to: #1, #2, #3, #1 as class claps
 4. Add text
 5. metal
 6. Present instruments:
 1. wood
 2. metal
 3. skin

2. In a seated circle, distribute various unpitched instruments randomly (one for each 4-5 students)
3. Students play the number sung in the song on each line then pass it to the next student
4. Teacher plays on the piano while students play the numbers
4. **(8-10 min) Game:** Potato Races (pg 96)
Materials:
Potatoes, Irish jig recording

Standards
MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
MU:Cn10.0.PreKa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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.

- Standards**
- 2.1c** Exhibit a variety of small motor skills.
 - 2.1e** Engage in self-help skills.
 - 2.1f** Perform increasingly more sophisticated actions requiring hand-eye coordination.
 - 2.2a** Exhibit physical reflexes in response to stimulation.
 - 2.2b** Develop muscle tone and strength in trunk, neck, head, arms and legs.
 - 2.2c** Use developing motor skills to move more independently.
 - 2.2d** Develop coordination to use motor skills with toys.
 - 2.2e** Demonstrate skills to move in the environment.
 - 2.2f** Refine motor coordination and skills to play with toys and people.
 - 2.2g** Demonstrate increased ability to use skills requiring balance.
 - 2.2h** Perform large motor movement alone or with others.
 - 2.2i** Manipulate objects with large muscles.
 - 2.3a** Respond to touch, movement, and sound.

2. In a seated circle, distribute various unpitched instruments randomly (one for each 4-5 students)
3. Students play the number sung in the song on each line then pass it to the next student
4. Teacher plays on the piano while students play the numbers

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.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.

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

7. Lead discussion why instruments are in the 3 groups
8. Review playing technique then choose students to play rhythm of poem on instruments
9. Challenge each group to see which group plays the most accurately

Standards
MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.
MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.
MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.
MU:Pr6.1.1b Perform appropriately for the audience and purpose.
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:Cr1.1.PreKa With substantial guidance, explore and experience a variety of music.

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

MU:Cr2.1.PreKa With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

MU:Cr2.1.PreKb With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

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

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

MU:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

MU:Pr5.1 Rehearse, Evaluate and Refine -

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

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.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

2.6c Initiate active play, exploration, and engagement with the environment.

2.6d Participate in simple games, dance, outdoor play, and other forms of movement.

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

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

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

MU:Pr4.1 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: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:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

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.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

2.6c Initiate active play, exploration, and engagement with the environment.

2.6d Participate in simple games, dance, outdoor play, and other forms of movement.

2.6e Engage in activities requiring new skills, without adult assistance.

2.6f Participate in physically active games with peers.

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

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.

PE K 1:00pm - 1:45pm

Throwing & Catching Activities

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills,

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

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).

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

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

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

Music 2 1:00pm - 1:45pm

Objective:

- Pulse, label accent
- Accent
- AB, ABA, ABC form
- Forte/Piano music symbols

Lesson / Instruction

1. **(5-8 min) Rhythmic Reading:** Label Accent (pg. 86)

2.6e Engage in activities requiring new skills, without adult assistance.

2.6f Participate in physically active games with peers.

2.6g Recognize the positive feelings experienced during and after physical activity.

2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.

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

2.7e Identify who has hurt or made him or her feel bad.

2.7d Recognize rules and follow basic safety instructions.

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

2.7h Make choices about behaviors or activities when presented with alternatives.

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

PE 4 1:00pm - 1:45pm

Volleyball Unit

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.

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

PE 5 1:45pm - 2:30pm

Volleyball Unit

Objective:

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

2.6g Recognize the positive feelings experienced during and after physical activity.

2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.

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 and situations, although not consistently.

2.7d Recognize rules and follow basic safety instructions.

2.7e Identify who has hurt or made him or her feel bad.

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

2.7h Make choices about behaviors or activities when presented with alternatives.

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

Music 3 1:00pm - 1:45pm

Objectives:

and develop physical fitness

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

Go Fitness: Tag You're It! (10 min)

1. Rainbow Crossing (Card 107)

Go Activity: Throwing & Catching (10 min)

- Materials:** 1 bean bag per pair
1. Partner Catch (Card 377)

Materials:

Chart #12

1. Present chart
2. Point to each 1/4 note on the top line as students speak Ta's
3. Identify new musical symbol: label as *accent* and define as "a loud note, one that is emphasized"
4. Students speak Ta's for each line of rhythm, emphasizing the notes with accents
5. Students pat the 1/4 notes with accents, clapping the others while counting

2. **(5-8 min) Listening Activity: Finding Accents in Recorded Music** (pg. 86)

Materials: Recordings

1. Play short recorded examples for students to determine where the accents fall
2. Encourage students to pat the strong beats and clap the others

3. **(12-15 min) Notation Activity:** Visualizing Form (pg. 88)

Materials: Visual #9, Grade One Visual #7

1. Distribute form packets to students working in pairs or groups of three
2. Play each of the 3 songs listed on pg 88

Objective:

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular
Activities: Aerobic Games

1. Crows and Cranes (Card 37)

(25 min) Go Activity:

Volleyball: CATCH Challenge III

Materials: 1 Volleyball and 2 base markers per 4 students

1. Volleyball Serveball (Card 594-595)

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular
Activities: Aerobic Games

1. Crows and Cranes (Card 37)

(25 min) Go Activity:

Volleyball: CATCH Challenge III

Materials: 1 Volleyball and 2 base markers per 4 students

1. Volleyball Serveball (Card 594-595)

2. Practice volleyball game with net

(5 min) Cool-down

1. Simon Says

Standards

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.

- Rhythm patterns, ostinato, score reading, prepare rondo
- Time/space/shape/force
- Fa, mallet technique, label rondo

Lesson / Instruction

1. **(12-15 min) Rhythmic Reading:** I Can Read That! (pg 97)

Materials: Chart #16

1. Present chart
2. Student read part 1, reviewing dotted half note
3. Students read part 2 identifying as an ostinato
4. Divide class into two groups each to perform independently before combining
5. Combine and play together
6. Extend to rondo form where students speak A section
7. Perform ABACADA

2. **(10-12 min) Movement Game:** Leprechauns, Wizards, and Giants (pg 98)

Materials: Hand drum

1. Variation of "Rock, Paper, Scissors Game" but in this version, the partners change as students are eliminated
2. Students choose a partner and stand back to back

Go Activity: Throwing & Catching Activities (5 min)

Materials: 1 bean

bag

1. Shooting Star (Card 378-379)

Go Activity: Throwing & Catching Activities (10 min)

Materials: 1 bean bag per pair

1. Circle Step Back (Card 380-381)

Cool-down: (5 min)

1. Simon Says (Card 5)

Standards

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

K.PE.2 Perform locomotor skills in response to teacher-led creative dance.

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

K.PE.5 Identify active play opportunities outside health enhancement class.

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

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

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

and challenge students to determine the form for each

4. **(10-12 min) Listening**

Activity: Reacting to Forte/Piano

Materials: Musical Symbol Cards, [recordings](#)

1. Present forte/piano cards and review definitions
2. Students listen to the first 13 measures of the recorded music on page 89 while teacher displays music symbol cards in the following sequence (f,p,f,p)
3. Students choose a silent action to represent each dynamic level
4. Play recordings a second time; student add silent actions while teacher displays music symbol cards

Standards

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

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

MU:Cr1.1.2b Generate musical patterns and ideas

2. Practice volleyball game with net

(5 min) Cool-down

1. Simon Says

Standards

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.

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

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.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.

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

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

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

Q1 Band 2:45pm - 3:30pm

3. On a given sound cue (hand drum) partners turn to face one another assuming one of the following shapes and making the corresponding sound (see teacher manual)
4. The student that is eliminated in each set sits out while the winner finds new partners
5. Game continues until there is one winner

3. **(20-22 min): Song with Instruments: "I'm Hungry"** (pg.101)

Materials: BX, CBB, SG, Visual #6

1. Echo text with melody two measures at a time
2. Students sing melody while teacher plays BX
3. Choose a few students to play BX.CBB, BM and glockenspeils
4. Perform song with orchestration
5. Divide class into 4 groups each to play an 8 beat word chain of favorite sandwiches
6. Allow group to share contrasting sections
7. Label rondo

Standards

MU:Pr4.2.3a Demonstrate understanding of the

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

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

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

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

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

K.PE.14 Recognize differences in ideas, cultures, and body types.

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.

Recess 1:45pm - 2:00pm

PE 2 2:00pm - 2:45pm

Throwing & Catching Activities

within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

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

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

MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

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

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

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

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

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

Volleyball Unit

Objective:

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

structure in music selected for performance.

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

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

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

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

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

Music 4 1:45pm - 2:30pm

Objective:

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

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

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

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

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

Band 5 1:45pm - 2:30pm

Objectives:

- Rhythm patterns, SR-GF#ED, sharp/flat
- SR-BAGF#E, AA'A, unpitched percussion
- AABB form

Lesson / Instruction

1. **(1-2 min) Recorder Activity:** Recorder - F# (pg.91) **Materials:** Recorder Fingering Charts
1. Introduce F#

(10 min) Go Fitness: Cardiovascular

Activities: Aerobic Games

1. Crows and Cranes (Card 37)

(25 min) Go Activity:

Volleyball: CATCH Challenge III

Materials: 1 Volleyball and 2 base markers per 4 students

1. Volleyball Serveball (Card 594-595)
2. Practice volleyball game with net

(5 min) Cool-down

1. Simon Says

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.

- Time Signatures
- Label scale (DRMFSLTD'), glissando, label D. C. al Fine
- Label triplet, rhythm patterns, ostinato

Lesson / Instruction

1. **(10-12 min) Group Project:** Identify Time Signatures (pg 87)
Materials: Visual #8, hand drum
1. Review time signature as "a sign that indicates the number of beats per measure"
2. Present front of card 2/4
3. Explain what the top and bottom number represent
4. Reveal the back of the card
5. Continue with each of the remaining cards, challenging class to determine the bottom number on the back of the card before it is revealed
2. **(15-18 min) Instrument Activity:** Scales are a Breeze (pg. 90-91)
Materials: Chart #21, xylo chart, barred instruments
1. Sing scale from D to D'
2. Label the first 4 measures as a scale (D to D')

Go Fitness: Tag You're It! (10 min)

1. Rainbow Crossing (Card 107)

Go Activity: Throwing & Catching Activities (10 min)

Materials: 1 bean bag per pair

1. Partner Catch (Card 377)

Go Activity: Throwing & Catching Activities (5 min)

Materials: 1 bean bag

1. Shooting Star (Card 378-379)

Go Activity: Throwing & Catching Activities (10 min)

Materials: 1 bean bag per pair

1. Circle Step Back (Card 380-381)

Cool-down: (5 min)

1. Simon Says (Card 5)

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.

2. Refer to the corresponding recorder chart that F# is a sign that raises the pitch a half step
 3. Echo 4-beat patterns combining D and F#
 4. Echo 4-beat patterns combining G and F#
 5. Alternate between E and F#
 6. Echo 4-beat pattern combining G F# E
2. **(15-18 min) Hot Tune #9: "The Birch Tree" (pg 91) Materials:** Chart #21, Piano, AG/SG, triangle, claves
1. Present chart
 2. Review sequence of presenting a recording melody
 1. Speak/Clap rhythm
 2. Identify letters
 3. Sing letters names while fingering recorder
 4. Play melody
 5. Students play melody with teacher on piano
 6. Add addl. instruments:
 1. Triangle - play twice at the end of each phrase
 2. Claves - Play patterns twice on phrases 3-4

- 3.PE.12** Accept and implement specific corrective teacher feedback.
- 3.PE.13** Recognize the role of rules and etiquette in physical activity with peers.
- 3.PE.14** Support and work cooperatively with others.
- 3.PE.15** Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 3.PE.16** Work independently and safely in physical activity settings.

Q1 Band 2:45pm - 3:30pm

3. Present chart
 1. Define D.C. as Da Capo - "From the beginning"
 2. Define Fine as "The End"
 4. Show students how glissandi are notated
 5. Students clap rhythm while identifying letter names of melody (review ledger line)
 6. Use xylo visual to demo melody and glissandi
 7. Assign students to instruments (two to one)
 8. Students play melody while teacher play BX part
 9. Students practice second part
 10. Students choose which part to play (switch if time)
3. **(10-12 min): Speech Activity:** How 'bout a Pie! (pg 92-93)
Materials: Visual #9
1. Present cards (visual #9)
 2. Label triplet "a group of three notes performed in the space of two;" spoken "Tri-ple-Ti"
 3. Tap combo of four cards; students speak rhythm
 4. Call for volunteers to name a favorite pie

- 2.PE.9** Describe warm-up and cool-down activities related to vigorous physical activity.
- 2.PE.10** Practice skills with minimal teacher prompting.
- 2.PE.11** Accept responsibility for class protocols with behavior and performance actions.
- 2.PE.12** Accept specific corrective feedback from a teacher.
- 2.PE.13** Recognize the role of rules and etiquette in teacher-designed physical activities.
- 2.PE.14** Work independently with others in partner environments.
- 2.PE.15** Recognize ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 2.PE.16** Work independently and 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

3. AG/AG - Play crossover pattern on measure 1
7. *ASK CLASS: How many beats are in each phrase*
3. **(15-18 mins) Listening Activity: "Badinerie"** (pg. 96)
Materials: Chart #22, Recording
 1. Present chart
 2. Students practice each rhythm on at a time (speaking rhythm syllables and performing with body percussion)
 3. Practice 5 rhythms in different combos before dividing class into five groups (each responsible for one rhythm)
 4. Develop AB form (as shown on the chart)
 5. A = 12133445
 6. B = 121445332225
 7. Practice AABB before adding the recording
 8. Perform with the recording
 9. **NOTE: There is no Introduction**

Standards

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

5. Teacher speaks and claps the name of the pie; students echo
6. Class determines rhythm and teacher taps cards as students speak rhythm syllables
7. Add text and students use body percussion ostinato to accompany poen

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

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

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

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

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

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

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:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the

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

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

use of the elements of music,
and context (such as social,
cultural, and historical).

Q1 Band 2:45pm - 3:30pm