

Monday 03/27/2023	Tuesday 03/28/2023	Wednesday 03/29/2023	Thursday 03/30/2023	Friday 03/31/2023
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
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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, knowledge, technical skill, and context.

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and

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their implications for performance.
MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

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

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2. **Scales** with all instruments
3. **Students to work with their instrument group** on scales, songs, and patterns
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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.

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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.

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

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Prep 10:28am - 11:30am

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Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

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Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Music PK 12:15pm - 1:00pm

PE PK 12:15pm - 1:00pm

Music K 12:15pm - 1:00pm

PE 1 12:15pm - 1:00pm

Music 1 12:15pm - 1:00pm

Objective:

- Repertoire, loud/quiet
- Prepare SM, mallet technique, time/space/shape/force
- Pulse, long/short

Moving/Traveling Activities

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Develop movement skills and apply a movement vocabulary
- Have fun being physically active

Objective:

- Repertoire, loud/quiet
- Prepare SM, mallet technique, time/space/shape/force
- Pulse, long/short

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

Objectives:

- 1/4 and 1/8 note, 1/4 rest
- Contour/SML/pulse
- Rhythm patterns, same/different
- Unpitched instruments
- Vocal repertoire

Lesson / Instruction

1. **(5-8 min) Song with Game:** "Lion and Lamb" (pg. 97)

Materials: Visual #12

1. Use visuals to introduce this traditional

Lesson / Instruction Warm Up: (10 min)

Lesson / Instruction

1. **(5-8 min) Song with Game:** "Lion and Lamb" (pg. 97)

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Lesson / Instruction

1. **(5 min) Rhythmic Reading:** Rhythm Cards (see pg 80)

Materials: Visual #6 (GRADE ONE)

proverb, leading a short discussion on March weather

- Repeat proverb: *"In like a lion"* = loud *"Out like a lamb"* = quiet
- Apply dynamics to *"Michael Finnegan"* (pg. 95) using lion and lamb cards
- Choose a conductor to hold/change cards

- (10-12 min) Song with Movement:** *"To the Snow"* (pg 97)
Materials: Visual #9 (feathers), glockenspiels
 - Teach song
 - Scattered, students improvise movement as teacher blows a feather into the air
 - Repeat using glockenspiels and singing
 - Allow different students to play
- (12-15 min) Speech Activity with Instruments:** Rain on the Green Grass (pg. 98)
Materials: Chart #16, glocks
 - Present chart
 - Use four images to teach text
 - Students speak rhythm independently

- 3 Laps around Gym
- Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Trunk, 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: Mighty Muscles: Strength Activities (10 min)
Materials: Cones and Tape

- Mighty Muscles Strength Stations (Card 135-137) and various *Mighty Muscle Task Cards*

Go Activity: Moving & Traveling Activities

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skills, and develop physical fitness

Lesson / Instruction
Warm Up: (10 min)

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- Go Fitness: Limber Limbs - Stretching Activities
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Go Fitness: Mighty Muscles: Strength Activities (10 min)
Materials: Cones and Tape

- Mighty Muscles Strength Stations (Card 135-137) and various

- Speak only the rests and internalize the rest of the rhythm
- (12-15 min) Notation Activity:** Acka Backa (pg 81)
Materials: Visual #14, board, masking tape
 - Present visual in the order as teachers manual explains
 - Speak text, four cards at a time; students echo
 - To illustrate melodic contour (*"the shape and sequence of movements/ self contained part of a melodic line"*), sing entire poem on one pitch (So) while pointing to cards
 - Sing So Mi La melody leading class to discover that to visualize the contour, some cards need to be moved up and down
 - Challenge class to sing the melody on So Mi La using hand signals
 - To prepare game, students sing melody again patting the steady beat
 - Game:**

4. Teacher points to small black rectangles as students tap shoulders, alternating hands while speaking "pitter, patter"
 5. Teacher points to black squares as students slide hands together speaking "drip, drop" (1/4 note pulse)
 6. Teacher points to large black rectangles as students brush thighs to knees while speaking "rain, rain" (1/2 note pulse)
 7. Establish form for 16 beats for each pulse then ABAB
4. **(8-10 min)**
Song: "Mister Sun" (pg 100)

1. Teach song dividing students into two groups singing different parts

Standards

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

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

(10 min)

Materials: 20-25 cones

1. See Me Flee (Card 323)
- Cool-down: (5 min)**
1. Simon Says (Card 5)

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.

4. Teacher points to small black rectangles as students tap shoulders, alternating hands while speaking "pitter, patter"
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MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

Mighty Muscle Task Cards

Go Activity: Moving & Traveling Activities (10 min)

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2.2h Perform large motor movement alone or with others.

1. In a seated circle, class sings song while teacher walks inside the circle pointing to one student per beat. The student pointed to on the word "you" moves to an instrument to play the chord bordun (2 notes at once C&G).
 2. Game repeats, and next student rotates to a new instrument
3. **(10-12 min)**
Speech Activity with Movement: Bunnies on the Move! (pg.81)

Materials: Temple Blocks

1. Scattered standing, echo text by phrase
2. After speaking poem, class reacts to one of the following rhythmic patterns played on the temple blocks
 1. Introduce actions according to the rhythmic patterns (eg. two 1/2 notes = hands above head

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 - Evaluate and refine

2.3a Respond to touch, movement, and sound.

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.

2.6e Engage in activities requiring

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.

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

2.2i Manipulate objects with large muscles.

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.

2.4e 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.

to show ears flopping)

3. After all patterns are introduced, play reaction training game by changing the rhythm randomly
4. **(12-15 min) Story with Instruments: "It's Not Easy Being a Bunny"** by Marilyn Sadler '83 (pg 82)

Materials: Book

1. Read story sharing illustrations
2. Ask class to recall the order of animals mentioned in the story and list on board
3. Select 7 students to choose unpitched percussion instruments (one representing each animal)
4. Read the story a 2nd time, with students playing instruments each time their animal is mentioned
5. Repeat, allowing more students to play
5. **(2-3 min) Song: "Peter Cottontail"** (pg 82)

Materials: "Peter Cottontail" by

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.

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

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

Music 2 1:00pm - 1:45pm

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

Objective:

- Practice and improve fundamental

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.

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.

MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology.

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.

2.7c 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:

Kiboomers on Spotify

1. Play as a closing to the lesson as students are lining up

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

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as

Objective:

- MRD
- Repertoire
- Pulse

Lesson / Instruction

1. **(5-8 min) Song:**

"Peter Cottontail" (pg. 90)

Materials: Song on Spotify

1. Play as a Bell Ringer
2. Ask if students know the words and if so, have them sing along

2. **(12-15 min)**

Singing Activity:
"Hey Mr. Rabbit" (pg. 90)

Materials: Piano, Visual #10, basket, plastic eggs

1. Review MRD cards (play notes on piano to assist)
2. Students sing each fragment with hand signals
3. Play guessing game; teacher sings one fragment, and class identifies
4. Teach song by rote accompanying on piano
5. Game:
 1. In a seated circle one student ("Mr. or Missy Rabbit") walks around the outside of

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-exercise (Card 281)

(10 min) Go Fitness: Cardiovascular

Activities: Quick Cardio Games

Materials: 1 hoop for every 2-3 students

1. Musical Hoops (Card 39)

(25 min) Go

Activity: Volleyball: CATCH Challenge III

Materials: 1 volleyball and a court with two nets

1. 4-Court Volleyball (Card 596)

(5 min) Cool-down

1. Simon Says

Standards

4.PE.10 Demonstrate responsible behavior in

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' 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

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-exercise (Card 281)

(10 min) Go Fitness: Cardiovascular

Activities: Quick Cardio Games

Materials: 1 hoop

- Question-Answer
- Tempo, time/space/shape/force
- Fa, mallet technique, label rondo

Lesson / Instruction

1. **(15 min)**

Rhythmic

Improvisation: Q

uestion-

Answer (pg 99 - see pg 93)

1. Teacher asks question using one of two levels of body percussion, and class simultaneously gives the answer at the 8th beat (2/4 measure) of the 4th measure by changing the Ti-Ti to a different position
2. Graduate to answering in different ways by changing the notes around (keeping it 2/4)

2. **(8-10 min)**

Movement

Activity: Mirroring with Props (pg 100)) **Materials:** Hand drums, recording, finger symbols, recording

1. Assign partners to mirror each other with instruments to a recording
3. **(20-22 min): Song with Instruments:** *"I'm*

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:Cn11.0.1a 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:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to

the circle carrying a basket filled with colored plastic eggs. (Each egg contains a number #1 through #6)

- At the end of the song, the student closest to Mr. Rabbit chooses an egg and sings the melodic phrase corresponding to the number on the MRD card. The student that identifies the correct card becomes the new Mr. or Missy Rabbit. Game continues.

3. **(8-10 min) Speech Activity:**
Daddy Fishing (pg. 91)

- Circle, seated
- While class pats pulse, teacher speaks rhythm a few times inserting different responses
- Give each student the opportunity to improvise a response; class speaks rhythm and soloist inserts the response

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.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

for every 2-3 students

- Musical Hoops (Card 39)

(25 min) Go Activity:
Volleyball: CATCH Challenge III

Materials: 1 volleyball and a court with two nets

- 4-Court Volleyball (Card 596)

(5 min) Cool-down

- 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.

"Hungry" (pg.101)

Materials: BX, CBB, SG, Visual #6

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

Standards

MU:Pr4.2.3a Demonstrate understanding of the 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

peers or informal audience.

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

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

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

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

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

Standards

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

MU:Cr1.1.2b Generate musical patterns and ideas 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:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

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

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

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)

(10 min) Go Fitness:

Cardiovascular Activities: Quick Cardio Games

Materials: 1 hoop for every 2-3 students

1. Musical Hoops (Card 39)

(25 min) Go

Activity:

Volleyball: CATCH

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

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:

- Label triplet, rhythm patterns, ostinato
- Identify recorder family, glissando
- Soprano Recorder-BAGED
- Lines/spaces
- Rhythm patterns, classify pitched percussion
- Pulse
- Determining Beat or Rhythm

Lesson / Instruction

1. **(10-12 min):**

Speech

Activity: How 'bout a Pie! (pg 92-93)

Materials: Visual #9

- 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
- Go Fitness: Mighty Muscles: Strength Activities (10 min)**

manipulate the elements of music.

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

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

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

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

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

MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Challenge III

Materials: 1 volleyball and a court with two nets
1. 4-Court Volleyball (Card 596)

(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.

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

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
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 poem

2. **(5 min) Listening Activity:** Recorder Listening (pg 96)

Materials: Recording, Chart #6 (optional)

1. Ask class the following questions:
 1. Which kind of recorder is playing the melody?
 2. What is glissando? Raise your hand when you hear

Materials: Cones and Tape

1. Mighty Muscles Strength Stations (Card 135-137) and various Mighty Muscle Task Cards

Go Activity: Moving &

Traveling Activities (10 min)

Materials: 20-25 cones

1. See Me Flee (Card 323)

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.

K.PE.9 Follow directions in group

Band 5 1:45pm - 2:30pm

Objectives:

- Identify recorder family, identify unpitched percussion
- Rhythm patterns, SR-BAGF#E, unpitched percussion
- Rhythm patterns, mallet technique, phrase

Lesson / Instruction

1. **(1-2 min)**

Listening

Activity: Recorder Listening (pg 97) **Materials:** "2 Canticles" recording

1. Ask the following questions before the recording is played
 - Question #1: Which recorder comes first?
 - Question #2: What unpitched percussion instrument accompanies the recorders?

2. **(15-18 min) Hot Tune #10: "Praise the Fire" (pg 97)**

Materials: Visual #9, Chart #23, Piano, tambourine, wood block, newspaper/cellophane/bubblewrap (optional)

1. [Make copy of music on pg 97](#)

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

glissando played on the xylophone

3. **(3-5 min)**

Recorder

Activity: BAGED Cards (pg. 96)

Materials: Visual #7

1. To prepare for the following assessment, review the BAGED Cards with Visual #7
2. Present as flash cards. Students name the pitches in order; repeat
3. Students play pitches on the recorder as teacher points to each note

4. **(8-10 min) Paper/Pencil**

Activity: Assessing Recorder Fingerings

Materials: Written Assessment #3

1. Students must complete test independently

5. **(15-18 min) Speech Activity with**

Instruments: There Will Be Weather (pg.97)

Materials: Chart #22, barred instruments

1. Present chart
2. Choose a volunteer to read the poem
3. Echo one line at a time using the rhythm on pg 97
4. Students identify 1 set of

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

Objectives:

for each student

2. Use SR cards (Visual #9) as a recorder warm up; teacher presents card, students play each pitch
 3. Isolate cards #5 and #6 as they represent the 2nd half of "Praise the Fire"
 4. Point to the pitches on **card #5** while students play on recorders
 5. Point to the pitches on **card #6** while students play on recorders
 6. Combine cards #5 and #6; students play 2nd half of "Praise the Fire"
 7. Present chart
 8. Isolate first half of the melody - have students play, two measures at a time
 9. Student then play the entire melody
 10. Introduce unpitched percussion using text/ music on pg 97
3. **(8-10 min) Rhythmic Reading:** Rhythm Cards (pg 98)
Materials: Visual #13, barred instruments (remove F and B)

special words & choose level of body percussion or action to perform when speaking poem

1. *There* = **clap** = metallophone
 2. *Weather/ Whether* = **pat** = xylophones
 3. *Cold or hot/ not* = **snap** = glockenspiel
 5. Practice speaking poem followed by internalizing poem with body percussion or action
 6. Repeat, adding another set of special words or actions
 7. Add last set of special words and transfer to barred instruments
 8. Perform twice with instruments (with speech, then without speech)
 9. Repeat, giving the rest of the students an opportunity to play
6. **(3-5 min) Rhythm Game:** Beat or Rhythm (pg 98)

Materials: Visual #5

- 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

1. Assign students to barred instruments
2. One at a time present each rhythm card; student speak rhythm, then play on any pitch
 1. Demo how to move stepwise, sometimes repeating pitches to create a more melodic improv
4. **(8-10 min) Paper/Pencil**
Activity: Assessing Rhythmic Dictation (pg 100) **Materials:** Written Assessment #3
 1. Clap a four beat rhythm; students echo clap the rhythm and write it on their test

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 Imagine - Generate musical ideas for various purposes and contexts.

MU:Cr2.1 Plan and Make - Select and

1. Using the poem from the previous activity
2. Students clap the rhythm (ti and ta-ta's, etc.) when the "rhythm" card is shown
3. Students pat the beat when they see the "beat" card
7. **Exit Ticket:** Show students the *ff* and *pp* cards and explain what they mean
Materials: *ff* and *pp* cards
 1. *ff* = very soft
 2. *pp* = very soft

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.

- Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

Go Fitness: Mighty Muscles: Strength Activities (10 min)

Materials: Cones and Tape

1. Mighty Muscles Strength Stations (Card 135-137) and various Mighty Muscle Task Cards

Go Activity: Moving &

Traveling Activities (10 min)

Materials: 20-25 cones

1. See Me Flee (Card 323)

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.PE.9 Describe warm-up and cool-down activities related to vigorous physical activity.

2.PE.10 Practice skills with minimal teacher prompting.

develop musical ideas for defined purposes and contexts

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

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

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

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

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

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

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

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

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

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

MU: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

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

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

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:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Q1 Band 2:45pm - 3:30pm

with others, with expression, technical accuracy, and appropriate interpretation.

MU:Cn11.0.2a 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:Cr1.1.2a Improve rhythmic and melodic patterns and musical ideas for a specific purpose.

MU:Cr1.1.2b Generate musical patterns and ideas 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:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

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

them to convey expressive intent.

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

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.