

Monday 03/06/2023	Tuesday 03/07/2023	Wednesday 03/08/2023	Thursday 03/09/2023	Friday 03/10/2023
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
<p>Objectives:</p> <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Sheet music is distributed to those who have completed the C Major Scale and students should be perfecting their music pieces Entire class plays C Major Scale <i>in unison</i> at the beginning of class Entire class plays musical pieces <i>in unison</i> from the Standard of Excellence - Book 1 Individual students perfect their chosen musical pieces <p>New Future Goal:</p> <ul style="list-style-type: none"> Select individual or ensemble pieces to play for Spring Concert in May 	<p>Objectives:</p> <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Sheet music is distributed to those who have completed the C Major Scale and students should be perfecting their music pieces Entire class plays C Major Scale <i>in unison</i> at the beginning of class Entire class plays musical pieces <i>in unison</i> from the Standard of Excellence - Book 1 Individual students perfect their chosen musical pieces <p>New Future Goal:</p> <ul style="list-style-type: none"> Select individual or ensemble pieces to play for Spring Concert in May 	<p>Objectives:</p> <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Sheet music is distributed to those who have completed the C Major Scale and students should be perfecting their music pieces Entire class plays C Major Scale <i>in unison</i> at the beginning of class Entire class plays musical pieces <i>in unison</i> from the Standard of Excellence - Book 1 Individual students perfect their chosen musical pieces <p>New Future Goal:</p> <ul style="list-style-type: none"> Select individual or ensemble pieces to play for Spring Concert in May 	<p>Objectives:</p> <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Sheet music is distributed to those who have completed the C Major Scale and students should be perfecting their music pieces Entire class plays C Major Scale <i>in unison</i> at the beginning of class Entire class plays musical pieces <i>in unison</i> from the Standard of Excellence - Book 1 Individual students perfect their chosen musical pieces <p>New Future Goal:</p> <ul style="list-style-type: none"> Select individual or ensemble pieces to play for Spring Concert in May 	<p>Objectives:</p> <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Sheet music is distributed to those who have completed the C Major Scale and students should be perfecting their music pieces Entire class plays C Major Scale <i>in unison</i> at the beginning of class Entire class plays musical pieces <i>in unison</i> from the Standard of Excellence - Book 1 Individual students perfect their chosen musical pieces <p>New Future Goal:</p> <ul style="list-style-type: none"> Select individual or ensemble pieces to play for Spring Concert in May
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4. **Students to work with their instrument group** on scales, songs, and patterns
5. **Check in with guitars:**
 1. Ask student/s to demonstrate the song they are working on
6. **Check in with clarinets:**
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7. **Check in with saxophones:**
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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

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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 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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- Entire class plays musical pieces **in unison** from the Standard of Excellence - Book 1
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5. **Check in with guitars:**
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9. **Check in with saxophones:**
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11. **Check in with piano players:**

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<p>context, and explain why each was chosen.</p> <p>MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p> <p>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p>context, and explain why each was chosen.</p> <p>MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p> <p>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p>context, and explain why each was chosen.</p> <p>MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p> <p>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p>context, and explain why each was chosen.</p> <p>MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p> <p>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p>context, and explain why each was chosen.</p> <p>MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</p> <p>MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>
<p>Prep 10:28am - 11:30am</p>	<p>Prep 10:28am - 11:30am</p>	<p>Prep 10:28am - 11:30am</p>	<p>Prep 10:28am - 11:30am</p>	<p>Prep 10:28am - 11:30am</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>Lunch 11:30am - 12:15pm</p>
<p>Music PK 12:15pm - 1:00pm</p> <p>Objective:</p> <ul style="list-style-type: none"> • Pulse, fast/slow, repertoire • Long/short <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 1. (5-8 min) Song with Movement: "Johnny Hammers" (pg. 88) <ol style="list-style-type: none"> 1. Sing song; quarter note pulse (one fist on knee) 2. The sixth verse is performed very slowly, and the 7th verse very quickly 2. (3-5 min) Song with Movement: "Bling Blang" (pg. 89) 	<p>PE PK 12:15pm - 1:00pm</p> <p>Throwing & Catching Activities</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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>Lesson / Instruction</p> <p>Procedure: (10 min)</p> <ul style="list-style-type: none"> • Bathroom • Drinks 	<p>Music K 12:15pm - 1:00pm</p> <p>Objective:</p> <ul style="list-style-type: none"> • Pulse, fast/slow, repertoire • Long/short <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 1. (5-8 min) Song with Movement: "Johnny Hammers" (pg. 88) <ol style="list-style-type: none"> 1. Sing song; quarter note pulse (one fist on knee) 2. The sixth verse is performed very slowly, and the 7th verse very quickly 2. (3-5 min) Song with Movement: "Bling Blang" (pg. 89) 	<p>PE 1 12:15pm - 1:00pm</p> <p>Throwing & Catching Activities</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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>Lesson / Instruction</p> <p>Procedure: (10 min)</p> <ul style="list-style-type: none"> • Bathroom • Drinks 	<p>Music 1 12:15pm - 1:00pm</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 1/4, 1/8 notes, 1/4 rest • Label AB (ABA) • Unpitched percussion identification and classification <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 1. (5 min) Rhythmic Reading: Rhythm Cards (see pg 74) <p>Materials: Visual #6</p> <ol style="list-style-type: none"> 1. Present cards using Ta's and Ti-Ti's and touching shoulders for rests 2. (12-15 min) Song with Movement: "A Kite" (pg.

1. Sing song together
2. Add actions:
 1. Ms. 1-2 = pound 1 fist on knee
 2. Ms. = one hand performs a sawing motion
3. Perform with opposite hand
4. Perform with both hands
3. **(10-12 min) Song: "Miss Lucy"** (pg. 89) *(to Sailor went to sea, sea, sea song)* **Materials:** Chart #14, piano
 1. Present chart - student identify occupations
 2. While pointing to the black rectangles and squares on chart, echo the speech (this becomes the intro, interlude, coda)
 3. Students speak text with body percussion
 4. Sing each verse pointing to corresponding pictures on chart
 5. *Students perform interlude between each verse*
 6. Repeat singing and add intro and coda
 7. Extension: Students can add actions

Idea: Choose 5 students to represent the characters and dramatize the story!

- 3 Laps
- Warm Up: (5 min)**
- Materials: Card #64 printed for each student (labeled)**
1. Fancy Feet (Card 62)
- Go Fitness: Tag You're It! (10 min)**
1. Partner Dodge (Card 97)
- Go Activity: Throwing & Catching Activities (25 min)**
- Materials:** 1 bean bag and hoop per student
1. Solo Catch (Card 372)
- Go Activity: Throwing & Catching Activities (25 min)**
- Materials:** 1 bean bag per student, hoop for every 3 students
1. Frogs on the Lily Pads (Card 374)
- 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.

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- 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.

- 75) **Materials:** BX, SX, chimes, hand drums, Visual #7, Chart #14
 1. Circle, scattered, speak text without melody
 2. Add melody with BX
 3. Choose 3 students to improvise on chimes, hand drum and SX
 4. Establish same/different/same form where students sing song/create wind/sing song
 5. Select 2 squares and a circle from Visual #7 to represent form
 6. Use Chart to initiate a discussion about form (eg., window, door, window)
3. **(5-8 min) Listening Game: Which Instrument Do You Hear** (pg.76) **Materials:** Chart #12 and #13
 1. Model names of unpitched percussion instruments and how to hold and play each instrument
 2. Game:
 1. A student chooses an instrument to play (not visible to class) and class decides which instrument was played
4. **(8-10 min) Paper/Pencil Activity:** Assessing

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.

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

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.

2.3b 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.

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.

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

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.

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.

Unpitched Percussion Instruments (pg 72)

1. Teacher plays one of the instruments and students circle the correct answer **Materials:** Write ten Assessment #3

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

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 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).

Music 2 1:00pm - 1:45pm

Objective:

- Pulse, label ABC form
- MRD, vocal ostinato

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 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

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.

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.

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.

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

their implications for performance.

PE K 1:00pm - 1:45pm

Throwing & Catching Activities

Objectives:

- 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

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Card #64 printed for each student (labeled)

1. Fancy Feet (Card 62)
Go Fitness: Tag You're It! (10 min)

1. Partner Dodge (Card 97)
Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag and hoop per student

1. Solo Catch (Card 372)
Go Activity: Throwing & Catching Activities (25 min)

- 1/4, 1/8 and 1/2 notes
- Classifying unpitched percussion

Lesson / Instruction

1. **(8-10 min) Movement**
Activity: ABC Form in Movement (pg. 76)
Materials: Whiteboard, Grade 1 Visual #7, recording
 1. Class chooses 3 ways to move
 2. Write ways beside shapes on board
 3. Identify form as ABC
 4. 8-beat intro followed by sixteen beats for each movement
 5. Repeat 4 times
2. **(5-8 min) Melodic**
Training: Two Part Singing (pg. 76)
Materials: Visual #10 (MRD cards)
 1. Review cards
 2. Select card #3 as vocal ostinato
 3. Students/Group 2: Sing ostinato with hand signals
 4. Teacher/Group 1: Sings melody
 5. If time switch roles
3. **(5 min) Rhythmic**
Reading: Rhythm Cards (pg. 78)
Materials: Visual #6
 1. Read through cards
 2. Read through cards 2nd time and students

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 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

Practice Time 1:00pm - 2:00pm

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-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular

Activities: Aerobic Games
Materials: 1 plastic hoop, 4 bean bags per 4-5 students

1. Veins and Arteries (Card 30)

(25 min) Go Activity: Volleyball: CATCH

behaviors an 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:

- Rhythm patterns, phrase
- Note values
- SMDL, prepare rondo

Lesson / Instruction

1. **(5-8 min) Rhythmic Reading:** Rhythm Cards (pg 88)
Materials: Visual #13 (15 rhythm cards)
 1. Identify note values and names for written assessment
2. **(8-10 min) Paper/Pencil Activity:** Written Assessment #3 (Appendix

Materials: 1 bean bag per student, hoop for every 3 students

1. Frogs on the Lily Pads (Card 374)

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 settings (e.g., safe behaviors, following rules, taking turns).

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

on only speak 1.4 notes (Ta)

- Then only 1/8 notes
- Then only half notes
- (12-15 min) Listening Activity with Instruments:** Unpitched Percussion

- Each student selects a unpitched instrument and group themselves by timber (wood, metal, skin)
- Teacher claps a rhythmic phrase, students echo on instrument
- Teacher then plays a rhythmic phrase on one of the instruments; students who have similar instruments echo
- Finally, students face away from teacher; teacher plays an instrument and only those instruments echo

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

- Develop physical fitness through non-elimination games

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

- Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular

Activities: Aerobic Games

Materials: 1 plastic hoop, 4 bean bags per 4-5 students

- Veins and Arteries (Card 30)

(25 min) Go Activity: Volleyball: CATCH Challenge 1

Materials: 1 Volleyball and hoop per pair

- Hoop Serve (Card 590)
- Practice volleyball game with net

(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.

Challenge 1

Materials: 1 Volleyball and hoop per pair

- Hoop Serve (Card 590)
- Practice volleyball game with net

(5 min) Cool-down

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

D)

Materials: Assessment

- Complete independently
- (20-22 min) Story with Song/ Instruments:** "Sweet Dreams" (pg. 95) **Materials:** Book, Chart #15, BX/BM, AG finger symbols
- Sing short melodic patterns combining MRDL; students echo with hand signals
- Present chart
- Challenge the class the sight read each line
- Establish 6/8 meter by adding text to melody using rhythm
- Prepare unpitched instruments by patting it out (using text in book)
- Sing song with instruments

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

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:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges

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.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 and physical activities.

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

Volleyball Unit

Objective:

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

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:

- Rhythm patterns, SR-BAGC'. moving bordun
- Time signatures
- Label scale, (DRMFSLTD'), glissando, label D.C. al Fine

Lesson / Instruction

1. **(15-18 min) Cool Tunes #10: "Hi! High C"** (pg. 86)

to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Card #64 printed for each student (labeled)

1. Fancy Feet (Card 62)

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

1. Partner Dodge (Card 97)

Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag and hoop per student

1. Solo Catch (Card 372)

Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag per student, hoop for every 3 students

1. Frogs on the Lily Pads (Card 374)

Cool-down: (5 min)

1. Simon Says (Card 5)

Standards

2.PE.1 Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.

Band 5 1:45pm - 2:30pm

Objectives:

- Rhythm patterns, phrase
- Conducting in 3/4, melody playing, experience dorian, mallet technique
- Vocal technique, vocal repertoire

Lesson / Instruction

1. **(10 min) Rhythmic**
Reading: Rhythm Cards (pg.85) **Materials:** Visual #13 (15 rhythm cards)
 1. Present on at a time as class speaks rhythm syllables
2. **(20-22 min) Story with Instruments:** Grandfather Twilight by Barbara Berger (pg 85) **Materials:** Book, xylos
 1. Read book, discuss illustrations
 2. Discuss mood of the story
 3. Prepare meter and tempo snapping, clapping and patting to the rhythm
 4. Class performs body percussion while teacher plays glockenspiel
 5. Review conducting pattern in 3 (allow student to conduct)
 6. Use xylo visual to demo how the melody moves

- 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

Materials: 1 plastic hoop, 4 bean bags per 4-5 students

1. Veins and Arteries (Card 30)

(25 min) Go Activity:

Volleyball: CATCH

Challenge 1

Materials: 1 Volleyball and hoop per pair

1. Hoop Serve (Card 590)
2. Practice volleyball game with net

Materials: Chart #20, recorders, xylos

1. Present chart
2. Review (notes with stems up/down)
3. Stems are down for notes above 3rd line
4. Stems are up for notes below 3rd line
5. B can either be up or down (depending on the rest of the song)
6. Teach melody by speaking/clapping rhythm
7. Finger letter names with recorder
8. Student chooses recorder or barred instrument; perform music piece on chart
9. ASSIGN: **Activity #6** from the **Cool Tunes** music packet
2. **(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

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.

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.

- step-wise with a few octave skips
7. Assign students to AG/AG (2 to an instrument - one to play, the other to conduct)
 8. Play melody
 9. Teach BX/AX with xylo visual
 10. Play each group individually and together
 11. *Read the story a second time, inserting instruments in as shown in teachers manual*
3. **(10-12 mins) Review and sing "The Star Spangled Banner" (pg. 86)**
- Play songs from Woody Guthrie

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0.5a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr2.1.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

(5 min) Cool-down

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

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
3. **(15-18 min) Instrument Activity:** Scales are a Breeze (pg. 90)
- 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')
 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

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

Q1 Band 2:45pm - 3:30pm

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

10. Students choose which part to play (switch if time)
- 11.

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 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.