



Monday 04/17/2023	Tuesday 04/18/2023	Wednesday 04/19/2023	Thursday 04/20/2023	Friday 04/21/2023
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
Notes / Reflection <ul style="list-style-type: none"> Lead discussion about Spring Musical and introduce the song the class will be performing Flute: Khianna Clarinet: Annabell Elizabeth Izzy Elsa Saxophone: Preston (tenor) Guitar: Ian Owen Piano: Logan Christian Drums: David Journey	Notes / Reflection <ul style="list-style-type: none"> Lead discussion about Spring Musical and introduce the song the class will be performing Flute: Khianna Clarinet: Annabell Elizabeth Izzy Elsa Saxophone: Preston (tenor) Guitar: Ian Owen Piano: Logan Christian Drums: David Journey	Notes / Reflection <ul style="list-style-type: none"> Lead discussion about Spring Musical and introduce the song the class will be performing Flute: Khianna Clarinet: Annabell Elizabeth Izzy Elsa Saxophone: Preston (tenor) Guitar: Ian Owen Piano: Logan Christian Drums: David Journey	Notes / Reflection <ul style="list-style-type: none"> Lead discussion about Spring Musical and introduce the song the class will be performing Flute: Khianna Clarinet: Annabell Elizabeth Izzy Elsa Saxophone: Preston (tenor) Guitar: Ian Owen Piano: Logan Christian Drums: David Journey	Notes / Reflection <ul style="list-style-type: none"> Lead discussion about Spring Musical and introduce the song the class will be performing Flute: Khianna Clarinet: Annabell Elizabeth Izzy Elsa Saxophone: Preston (tenor) Guitar: Ian Owen Piano: Logan Christian Drums: David Journey
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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

Notes / Reflection

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Flute:

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Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Music PK 12:15pm - 1:00pm

PE PK 12:15pm - 1:00pm

Music K 12:15pm - 1:00pm

PE 1 12:15pm - 1:00pm

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Objective:

- Long/short, rhythm patterns
- Prepare SM, same/different
- Pulse, dramatic play

Rhythm Activities

Objective:

- Long/short, rhythm patterns
- Prepare SM, same/different
- Pulse, dramatic play

Throwing & Catching Activities

Objectives:

- Repertoire, Pulse
- AB

Lesson / Instruction

- **(5-10 min) Sing Song for the Spring Concert**
- **(2-3 min) Bell Ringer:** Play a song and ask students what kind of music it is and what instruments are playing

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Develop rhythmic movement skills
- Develop cardiovascular fitness
- Have ample opportunities to practice moving to a beat
- Enjoy physical activity

Lesson / Instruction

1. **(5-10 min) Sing Song for the Spring Concert**
2. **(2-3 min) Bell Ringer:** Play a song and ask students what kind of music it is and what instruments are playing

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

Lesson / Instruction

1. **(2-3 min) Sing song for Spring Musical**
2. **(8-10 min) Singing Game: "Go All Around the Village" (pg 85)**
Materials: "Go 'round and 'round..." song on Spotify
 1. Circle, standing; hands joined

Lesson / Instruction
Warm Up: (10 min)



<p>• (5-8 min) Rhythmic Reading: <u>Pre-Rhythm Cards (pg 108)</u></p> <p>Materials: Visual #14</p> <ol style="list-style-type: none"> 1. Present cards one at a time pointing at each square and rectangle while students speak 2. Students speak "long" for each square (1/4 note) 3. Students speak "short" for each rectangle (1/8 note pulse) 4. Repeat; Students speak and clap each card <p>• (8-10 min) Finger Play: <u>"Here is the Beehive" (pg109)</u></p> <ol style="list-style-type: none"> 1. Introduce finger play and speech only 2. Add melody 3. Extend to Sing - Think - Sing <p>• (5-8 min) Game: <u>Bumblebee (pg 109)</u></p> <p>Materials: Body Percussion Chart (find)</p> <ol style="list-style-type: none"> 1. Echo text to teach poem 2. Using body percussion chart ask a student to create a 4-beat ostinato (2 actions only) 3. Game: <ol style="list-style-type: none"> 1. In a standing 	<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, 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 <p>Go Fitness: Mighty Muscles: Strength Activities (10 min) Materials: Cones and Tape, Mats</p> <ol style="list-style-type: none"> 1. Mighty Muscles Strength Stations (Card 135-137) and various <i>Mighty Muscle Task Cards</i> <p>Go Activity: Rhythm Activities (10 min)</p>	<ol style="list-style-type: none"> 3. (5-8 min) Rhythmic Reading: <u>Pre-Rhythm Cards (pg 108)</u> <p>Materials: Visual #14</p> <ol style="list-style-type: none"> 1. Present cards one at a time pointing at each square and rectangle while students speak 2. Students speak "long" for each square (1/4 note) 3. Students speak "short" for each rectangle (1/8 note pulse) 4. Repeat; Students speak and clap each card <p>4. (8-10 min) Finger Play: <u>"Here is the Beehive" (pg109)</u></p> <ol style="list-style-type: none"> 1. Introduce finger play and speech only 2. Add melody 3. Extend to Sing - Think - Sing <p>5. (5-8 min) Game: <u>Bumblebee (pg 109)</u></p> <p>Materials: Body Percussion Chart (find)</p> <ol style="list-style-type: none"> 1. Echo text to teach poem 2. Using body percussion chart ask a student to create a 4-beat ostinato (2 actions only) 3. Game: <ol style="list-style-type: none"> 1. In a standing 	<p>skills, and develop physical fitness</p> <p>Lesson / Instruction 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, 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 <p>Go Fitness: Mighty Muscles: Strength Activities (10 min) Materials: Cones and Tape, Mats</p> <ol style="list-style-type: none"> 1. Mighty Muscles Strength Stations (Card 135-137) and various 	<p>(one student outside the circle)</p> <ol style="list-style-type: none"> 2. 3-part singing game that adds a new leader each time the game repeats 3. Teacher demos the movements while singing: <ol style="list-style-type: none"> 1. Vs. 1 - Leader skips around the outside of the circle 2. Vs. 2 - Students raise joined hands to create windows as leader weaves in and out 3. Vs. 3 - Students clap pulse as leader marches around the outside of the circle, stopping behind a new leader at the end of the verse <p>3. (10-12 min) Song with Movement: <u>"Little Red Caboose" (pg 89)</u> Materials: 2 cowbells, BX</p> <ol style="list-style-type: none"> 1. Teacher sings song 2. Echo melody with text while accompanying on BX (student still clap the cowbell part) 3. Divide class into two lines (trains);
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circle with teacher in the middle, students speak rhythm with ostinato while teacher marks 1/2 note pulse by pointing to students one at a time in order.

- The last students pointed to w("you are out") is eliminated and sits down
- Game continue until 5 students remain

- (5-8 min)**
Rhythmic Training: Speak and Clap Your First Name (pg 111)
 - Each student speaks his or her first and last name while clapping each syllable. Class echoes. Continue around the circle until all have had a turn.

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

Materials:
Square Dance Music
1. Scatter Square Dancing (Card 343)

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.

circle with teacher in the middle, students speak rhythm with ostinato while teacher marks 1/2 note pulse by pointing to students one at a time in order.

- The last students pointed to w("you are out") is eliminated and sits down
- Game continue until 5 students remain

- (5-8 min)**
Rhythmic Training: Speak and Clap Your First Name (pg 111)
 - Each student speaks his or her first and last name while clapping each syllable. Class echoes. Continue around the circle until all have had a turn.

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

Mighty Muscle Task Cards
Go Activity: Rhythm Activities (10 min)
Materials:
Square Dance Music
1. Scatter Square Dancing (Card 343)

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.

students follow each leader (engineer) while singing song; explain that trains may not intercept

- Transfer claps to 2 cowbells played by last student in each line (caboose)
- Perform while teacher accompanies on BX
- Game:
 - Class sings song while trains move and cowbells play
 - Trains stop for the contrasting sections (16 beats) and each engineer moves to the caboose and play the cowbell
 - Game continues with new engineers
- (10-12 min) Song with Game: "All Around the Buttercup"** (pg 91)
Materials: Visual #16 (buttercup)
 - Game:** In a standing circle, one student leader travels around the inside of the circle using any locomotion while class sings.



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

MU:Cr3.1.PreKa With substantial guidance, consider personal, peer, and

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: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 present based on interest, knowledge, technical skill, and context.

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

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.

2. During the following B sections (taught by rote), the leader keeps the pulse by pointing to each classmate while marching.

3. The student pointed to on the last word identifies the locomotor movement and becomes the new leader, choosing a different "clever" way to move.

1. **Note:** *The game is cumulative, with past leaders following the new leader*

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.



teacher feedback when demonstrating and refining personal musical ideas.

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

MU:Pr5.1.PreKa With substantial guidance, practice and demonstrate what they like about their own performances.

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

MU:Re7.2.PreKa With substantial guidance, explore musical contrasts in music.

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

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

Music 2 1:00pm - 1:45pm

Objective:

- Rhythmic patterns, phrase
- Suspended pitch
- AB
- Label barline/ double bar/ measure

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

Basketball Unit

Objective:

- Practice and improve fundamental

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.

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

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 in 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:

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 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.



- Time signature review

Lesson / Instruction

1. **Sing Song for Spring Musical**
2. **Bell Ringer:** Play a piece of music and ask them what the genre is. What are the dynamics (instruments) in the piece.
3. **(3-5 min) Rhythmic Training: Body Percussion Exercise (pg 95)**
 1. In a standing circle teacher claps a rhythmic phrase and students echo
 2. Use all four levels of body percussion (snap - clap - pat - stamp) and reinforce the length of the phrase (four measures in 2/4)
 3. Give students an opportunity to lead
4. **(12-15 min) Singing Activity: "I Hear the Train A-Comin'" (pg. 97)**

Materials: Piano/ Guitar, hand drums

 1. Teach melody by rote using piano
 2. Demo 2nd vocal part (suspended pitch)
 3. Class sings suspended

basketball skills (dribbling, pivoting, passing, catching, and shooting).

- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

3rd Grade:

- Throw to a target area using an overhand motion
- Throw overhand using varied amounts of force and speed
- Catch a variety of different balls alone and with a partner

4th Grade:

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch a ball thrown by a partner
- Throw and move to catch an object in a small group keep-away situation

5th Grade:

- Using a variety of objects, throw a leading pass overhand to a partner
- Catch objects of different sizes and weights by moving to a designated area
- Throw and catch in a small group game to keep the ball away from

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

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

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

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

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

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

PE 5 1:45pm - 2:30pm

Basketball Unit

Objective:

- Practice and improve

- Pulse, Repertoire
- Major/minor
- Phrase

Lesson / Instruction

1. **(5 min) Sing Spring Concert Song**
2. **(12-15 min): Singing Game: Pizza, Pizza" (pg 111 - see 104)**
 1. Circle standing, sing melodic fragment, "Pizza, pizza daddy-o;" class echoes
 2. Add movement to the pulse
 1. Beat 1 - jump with feet apart
 2. Beat 2 - jump with right foot in front of left foot
 3. Beat 3 - jump with feet apart
 4. Beat 4 - jump with left foot in front of right foot
 6. Beat 5 - jump with feet together

2. Choose a volunteer to stand in center of circle; sing song, adding student's name and demonstrate a "call-response"

1. **Note: Soloist pantomime s actions while singing, "Let's rope**

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 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



pitch while teacher sings melody; all sing in unison for last 2 measures

4. Divide class; 1/2 sings melody, other 1/2 sing suspended parts
5. Reverse

5. **(8-10 min) Rhythmic Reading: Label Bar Lines and Measure**

Materials: Board, marker and Chart #16

1. Draw "Ta's" on the board; class speaks "Ta's"
2. Add accents to every other note; class speaks again emphasizing the accented "Ta's"
3. Explain to class "When accents combine beats into groups, a **bar line** shows the division"
4. Draw a bar line before each accent
5. Draw and explain that "A double bar line indicates the end"
6. Label each **measure** "A group of beats"
7. Present Chart #16 and ask students to identify:
 1. The number of bar lines

opponents or reach a goal

Lesson / Instruction Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular Efficiency: Aerobic Games **Materials:** Hoop and 12 beanbags (per student), 20-25 polypots, 1 bucket/ crate/box

1. Computer Virus (Card 73-74)

(25 min) Go Activity: Basketball: Skill Development Activities **Materials:** 1 basketball per student

1. Hoop It Up - Ball Handling Skills (Card 371-372)

(5 min) Cool-down

1. Simon Says

Materials / Resources / Technology

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

fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).

- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

3rd Grade:

- Throw to a target area using an overhand motion
- Throw overhand using varied amounts of force and speed
- Catch a variety of different balls alone and with a partner

4th Grade:

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch a ball thrown by a partner
- Throw and move to catch an object in a small group keep-away situation

5th Grade:

- Using a variety of objects, throw a leading pass overhand to a partner
- Catch objects of different sizes and weights by moving to a designated area
- Throw and catch in a small group game to keep the

it!" etc. improvising as many responses as s/he can think of; ending by singing, "Let's end it!"

2. Soloist then closes eyes and spins; pointing to a new soloist

3. **(8-10 min) Listening Activity: Major and Minor (pg 110)**

Materials: Recordings

1. To prepare for assessment in Week 4 play several examples illustrating both tonalities, and class identifies
2. Invite one student to write Major or minor on board for their guess

4. **(15-18 min) Group Project: 2-4-6-8 (pg 111)**

1. Echo 2 measures at a time
2. Using body percussion staff, class creates a pulse ostinato
3. Perform poem with pulse ostinato
4. Divide class into groups of four; each

manipulate the elements of music.

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

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

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

MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

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

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



- in each example
- The purpose of double bar lines
 - The number of measures in each example
 - The number of beats in a given measure
 - What the time signature is in each example**
6. **(2-3 min) Exit Ticket:** Treble note letter cards for each student

Materials / Resources / Technology

Staff **C**
maio

Time Signature **3/4**

Common Time **C**

Treble or G Clef **t**

Bass or F Clef **h'r**

Alto, Tenor or C-Clef **al**

Bar Line | **b**

flat **b**

natural **♮**

sharp **#**

whole note ... **f e**

half note **h f**

quarter note **q**

eighth note **eu**

eighth note beamed **e i a**

b ngr

e oht

tt e

m e hr

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 and physical activities.

4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian

ball away from opponents or reach a goal

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

- Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular Efficiency: Aerobic Games **Materials:** Hoop and 12 beanbags (per student), 20-25 polyspots, 1 bucket/ crate/box

- Computer Virus (Card 73-74)

(25 min) Go Activity: Basketball: Skill Development Activities **Materials:** 1 basketball per student

- Hoop It Up - Ball Handling Skills (Card 371-372)

(5 min) Cool-down

- Simon Says

Materials / Resources / Technology

Standards

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

5.PE.3 Recognize that many different countries and cultures have been the origin of games, sports, and dance,

group creates a new phrase for measures 3 and 4

- Perform poem several times, allowing each group to insert phrase two
- If time allow students the chance to add new body percussion

5. **(2-3 min) Exit Ticket:** Guess the note letter

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 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.

catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Warm Up: (10 min)

- 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, Mats



sixteenth note

s

sixteenth note beamed

h

thirty-second note

ti

dotted quarter note

c.

dotted half note

d.

whole rest

w

half rest

h

quarter rest

q

eighth rest

e

sixteenth rest

d

thirty-second rest

te

Standards

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

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

contributions and cultures.

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

4.PE.5 Discuss the importance of hydration and hydration choices relative to physical activities.

4.PE.19 Describe and compare the positive social interactions when engaged in partner, small-group, and large-group physical activities.

4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and

4.PE.17 Examine the health benefits of participating in physical activity.

4.PE.8 Identify the components of health-related fitness.

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

Basketball Unit

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).

including those of traditional and contemporary American Indian cultures.

5.PE.4 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.

5.PE.6 Chart and analyze fitness benefits of physical activity outside health enhancement class.

5.PE.7 Actively participate in all activities of health enhancement class.

5.PE.9 Identify the need for warm-up and cool-down activities related to various physical activities.

5.PE.10 Participate in physical activity with responsible interpersonal behavior.

5.PE.11 Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.

5.PE.12 Give corrective feedback respectfully to peers.

5.PE.13 Critique the etiquette involved in rules of various activities.

5.PE.14 Accept, recognize, and actively involve others with both higher and lower skill

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

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

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

MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

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

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

MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive

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

Go Activity: Rhythm Activities (10 min)

Materials:

Square Dance Music

1. Scatter Square Dancing (Card 343)

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).



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 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: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

- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
 - Have fun being physically active.
- 3rd Grade:**
- Throw to a target area using an overhand motion
 - Throw overhand using varied amounts of force and speed
 - Catch a variety of different balls alone and with a partner
- 4th Grade:**
- Throw a variety of balls to target at different levels and sizes
 - Move in different directions to catch a ball thrown by a partner
 - Throw and move to catch an object in a small group keep-away situation
- 5th Grade:**
- Using a variety of objects, throw a leading pass overhand to a partner
 - Catch objects of different sizes and weights by moving to a designated area
 - Throw and catch in a small group game to keep the ball away from opponents or reach a goal
- Lesson / Instruction**

abilities into physical activities and group projects.

5.PE.15 Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

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

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

5.PE.19 Analyze the social benefits gained from participating in physical activity.

Q1 Band 2:45pm - 3:30pm

qualities, and identified performance challenges.

MU:Pr6.1.3a Perform music with expression and technical accuracy.

MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

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

Music 4 1:45pm - 2:30pm

- Objective:**
- Pulse, rhythm patterns
 - Triplet, SR-BAGE, 12-bar blues
 - Scale, label sharp/flat
 - Label ff and pp

Lesson / Instruction

- (5 min) Practice song for Spring Concert**
- (3-5 min) Rhythm Game:** Beat or Rhythm (pg 98)

Materials: Visual #5

- Using the poem from the previous activity
- Students clap the rhythm (ti and ta-ta's, etc.) when the "rhythm" card is shown
- Students pat the beat when

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.

Recess 1:45pm - 2:00pm

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.

PE 2 2:00pm - 2:45pm

Throwing & Catching Activities

- Objectives:**
- Proper warm-up and cool-down and stretching techniques



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.

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

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

MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

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:Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular

Efficiency: Aerobic Games **Materials:**

Hoop and 12 beanbags (per student), 20-25 polypots, 1 bucket/ crate/box

1. Computer Virus (Card 73-74)

(25 min) Go

Activity: **Basketball:** Skill Development Activities

Materials: 1 basketball per student

1. Hoop It Up - Ball Handling Skills (Card 371-372)

(5 min) Cool-down

1. Simon Says

Materials / Resources / Technology

Standards

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

3.PE.3 Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.

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

- they see the "beat" card
3. **(18-20 min) Cool Tune #12:** Shades of Blue (pg 109)

Materials: Chart #24, Recording

1. Play Shades of Blue from www.kid-sounds.com/shadesofblue (minor melody 12-bar blues)
2. Refer to triplets in measures 9-10 as 3 notes performed in the space of 2
3. Explain that a triplet may also combine a 1.4 note with an 1/8 note (spoken as "Ta-Ti" or "Ti-Ta")
4. Ask students how many types of this triplet are on the chart (9)
5. Introduce the term *12 bar blues* as "a popular musical form" explaining "bar" is another word for "measure"
6. Ask class to identify how many measures on the chart, leading them to discover the answer is 12 because of the repeat sign in measure 4
7. Play melody for students on the recorder and

- 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



technical challenges of music.

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

Band 5 1:45pm - 2:30pm

Objectives:

- Identify recorder fingerings, contour, lines/spaces
- SR-BAGEDC'D'F#
- Introduce SR - F
- Experience 7/8, SR-C'BAGFEDC, scale, AA'A

Lesson / Instruction

1. **(2-3 min) Sing song for Spring Musical**
2. **(10-12 min) Notation Activity:**
Melodic Dictation (pg 106-107)
Materials: My recorder, board, markers
 1. Play a sequence of 4 pitches on the recorder; have students identify the letter names of each pitch
 2. Draw a five line staff on the board and notate the 4 pitches using whole notes
 3. Call for a few volunteers (4?), each to draw a five line staff on the board
 4. Play a new sequence of 4 pitches; each

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

3.PE.8 Describe the concept of physical fitness and provide examples of physical activity than enhance fitness.

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 diversity, and body types during games and physical activities.

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

3.PE.17 Discuss the relationship between

identify the 2 ties

8. Echo melody one measure at a time; review letter names
9. Combine measures to assemble melody
10. Perform with recording (following a 4-beat measure Intro the melody is played 3 times

4. **(15-18 min) Instrument**

Activity: Label Sharp/Flat (pg 111)

Materials:

Visual #10, Chart #21

1. Define sharp as "a sign that raises the pitch" and a flat as "a sign that lowers the pitch"
2. Use Chart #21 to review the first 4 measures of "Scales are a Breeze"
3. Assign students to barred instruments
4. Students play first four measures
5. Ask students to name the letters of the scale that begins with F (FGABCDE)
6. Student play first four measures of "Scales are

upper body straight

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

Materials: Cones and Tape, Mats

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

Go Activity: Rhythm Activities (10 min)

Materials:

Square Dance Music

1. Scatter Square Dancing (Card 343)
- 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.

2.PE.11 Accept responsibility for class protocols with behavior and performance actions.



- student notates the sequence
5. **Note:** If the pitch can occur in more than one place on the staff (eg., D or C) be sure it is in the right place
 6. Discuss/correct notation
 7. Repeat with a new set of students
3. **(8-10 min) Recorder Activity: SR Cards (pg 110)**

Materials: Visual #9

1. To prepare for the following assessment, students identify each pitch, then play it on the recorder
 2. Play an identification game - play 4 notes, then have students identify the notes
 3. Repeat with different combos of pitches
4. **(5 min) Paper/Pencil Activity: Assessing Melodic Dictation (pg 110)**

Materials: Written Assessment #4

1. Teacher plays a 4 note melody on recorder and students identify pitches;

physical activity and good health.

3.PE.18 Discuss the challenge that comes from learning a new physical activity; and

3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

Q1 Band 2:45pm - 3:30pm

- a *Breeze*" beginning on F and identify which pitch sounds incorrect (B)
 7. Instruct students to replace B with Bb as this pitch must be lowered to play the scale
 8. Play the scale with the Bb beginning on F
 9. Follow the same procedure beginning on the pitch G
 10. Students need to replace Bb;s with B, and replace the F with an F#
 11. Play the first 4 measures of "*Scales are a Breeze*" beginning on G
 12. Choose volunteers to review the definitions of sharp and flat
5. **Exit Ticket:** Show students the *ff* and *pp* cards ask if they can identify

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

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




- draw whole notes on each staff (4 total)
- 2. If necessary, identify beginning pitch or have students speak the letters after being played (before notating)
- 5. **(15-18 min) Hot Tune #12: "Lucky Seven"** (pg 104-105)

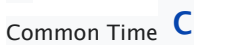
Materials: Chart #26

- 1. Introduce F
- 2. Present Chart #26
- 3. Speak/clap rhythm (review tie)
- 4. Identify letter names
- 5. Play letter names on recorder
- 6. Play melody **(point out that the time signature is 7/8)**
- 7. If successful, accompany on piano
- 8. **Extension:** As sign **Activity #6** from the **Hot Tunes** music packet

Materials / Resources / Technology

Staff 

Time Signature $3/4$

Common Time 

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



Treble or G Clef **t**

Bass or F Clef **h r**

Alto, Tenor or C-Clef

a **s b**

Bar Line | **s l**

flat **b c e**

natural **l c**

sharp **# e l**

whole note **... f e**

half note **h f**

quarter note **q**

eighth note **eu**

eighth note beamed **e l a**

h

sixteenth note

s **u**

sixteenth note beamed

h **n**

thirty-second note

t **t**

dotted quarter note **c** **c**

dotted half note **d**

whole rest **w**

half rest **h**

quarter rest **a**

eighth rest **e** **r**

sixteenth rest

d **s**

thirty-second rest

t **r**

Standards

MU:Cn10.0 Connect
to - Synthesize 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.

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).



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 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

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.

MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.



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:Pr6.1.5a 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.

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

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

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

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

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

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

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



and feedback, and explain rationale for changes.

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

MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

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

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

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

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

Q1 Band 2:45pm - 3:30pm