

Monday 04/24/2023	Tuesday 04/25/2023	Wednesday 04/26/2023	Thursday 04/27/2023	Friday 04/28/2023
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: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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9:33am - 10:25am

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<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"> • Long/short, rhythm patterns • Prepare SM, same/different • Pulse, dramatic play <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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 	<p>PE PK 12:15pm - 1:00pm</p> <p>Rhythm Activities</p> <p>Objectives:</p> <ul style="list-style-type: none"> • 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 <p>Lesson / Instruction</p>	<p>Music K 12:15pm - 1:00pm</p> <p>Objective:</p> <ul style="list-style-type: none"> • Long/short, rhythm patterns • Prepare SM, same/different • Pulse, dramatic play <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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 	<p>PE 1 12:15pm - 1:00pm</p> <p>Throwing & Catching Activities</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Proper warm-up and cool-down and stretching techniques • Practice and improve fundamental throwing and catching skills • Actively participate in throwing and catching activities, and challenges to utilize learned 	<p>Music 1 12:15pm - 1:00pm</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Repertoire, Pulse • AB <p>Lesson / Instruction</p> <p>Last week worked on Spring Musical Song so this lesson is being repeated:</p> <ol style="list-style-type: none"> 1. (2-3 min) Sing song for Spring Musical 2. (8-10 min) Singing Game: "Go All Around the Village" (pg 85) <p>Materials: "Go 'round and</p>

3. **(5-8 min) Rhythmic Reading: Pre-Rhythm Cards (pg 112, from 108)**
Materials: Visual #14
1. Review 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. **(8-10 min) Song with Movement: "Follow Me" (pg 114)**
1. Sing 1st verse, including clap
 2. Repeat, inviting students to join
 3. Add additional verses with actions
 4. After all verses are sung (with actions), do in reverse order, then ask for suggestions for other actions
5. **(12-15 min) Speech Activity with Instruments: The Ship (pg 115-116)**
Materials: AM, SM, cymbal w/ stand & mallet
1. Echo text, two measures at a time
 2. In a seated position,

1. **Warm Up: (10 min)**
1. 3 Laps around Gym
2. **Go Fitness: Limber Limbs - Stretching Activities**
- Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight
3. **Go Fitness: Mighty Muscles: Strength Activities (10 min)**
Materials: Cones and Tape, Mats
1. Mighty Muscles Strength Stations (Card 135-137) and

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- skills, and develop physical fitness
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- 'round...' song on Spotify
1. Circle, standing; hands joined (one student outside the circle)
 2. 3-part singing game that adds a new leader each time the game repeats
 3. Teacher demos the movements while singing:
 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
3. **(10-12 min) Song with Movement: "Little Red Caboose" (pg 89)**
Materials: 2 cowbells, BX
1. Teacher sings song
 2. Echo melody with text while accompanying on BX (student

students choose actions for text

- Perform with actions
- Create short lines with a barred instrument w/1 mallet in front of the first person in line (smallest end toward them)
- Review rhythm, adding instruments in area such as "waves up/down", "thunder CRASH!"
- Consider adding another student to flicker lights on "lightning-flash!"
- Review poem several times, extending the length (fermata) at end so 1st person can move to the end of the line
- On the last time through, class answers "She sank!"**

6. **(10-12 min) Singing Game: "Wishy Washy Wee (pg 116)**

- Sing song; echo two measures at a time
- Demo wishy-washy step
- Add game:
 - In a standing

various Mighty Muscle Task Cards

4. **Go Activity: Rhythm Activities (10 min)**

Materials:
Square Dance Music

- Review from last week and try to perfect the skill
- Scatter Square Dancing (Card 343)

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

- 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.

students choose actions for text

- Perform with actions
- Create short lines with a barred instrument w/1 mallet in front of the first person in line (smallest end toward them)
- Review rhythm, adding instruments in area such as "waves up/down", "thunder CRASH!"
- Consider adding another student to flicker lights on "lightning-flash!"
- Review poem several times, extending the length (fermata) at end so 1st person can move to the end of the line
- On the last time through, class answers "She sank!"**

6. **(10-12 min) Singing Game: "Wishy Washy Wee (pg 116)**

- Sing song; echo two measures at a time
- Demo wishy-washy step
- Add game:
 - In a standing

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

• **Go Activity: Rhythm Activities (10 min)**

Materials:
Square Dance Music

- Review from last week and try to perfect the skill
- Scatter Square Dancing (Card 343)

• **Cool-down: (5 min)**

- 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.

still clap the cowbell part)

- Divide class into two lines (trains); 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

4. **(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

- circle two 2 "sailors" in the center, all sing first 4 measures while patting pulse, and sailors link elbows and swing.
2. During the last 4 measures, each sailor chooses a student from the circle and performs *wi shy washy* step with hands joined.
 3. Other students clap the pulse.
 4. At the end of the song, the 2 students chosen become the new *sailors* and game continues

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

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.

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.

- circle two 2 "sailors" in the center, all sing first 4 measures while patting pulse, and sailors link elbows and swing.
2. During the last 4 measures, each sailor chooses a student from the circle and performs *wi shy washy* step with hands joined.
 3. Other students clap the pulse.
 4. At the end of the song, the 2 students chosen become the new *sailors* and game continues

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,

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.

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

- inside of the circle using any locomotion while class sings.
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.

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 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

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.

2.7e 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.

performing, and responding to music.

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

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

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

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

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

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

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

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

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 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.

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

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

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

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

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

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:

- Bar line, measure, label time signature
- Rhythm patterns, broken bordun

Lesson / Instruction

1. **(2-3 min) Sing song for Spring Musical**
2. **(8-10 min) Rhythmic Reading: Rhythm Cards (pg 103)**

Materials: Visual #6

1. Read through cards
2. Read a 2nd time adding

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 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:

MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

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

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

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

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

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

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

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics,

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:

- Pulse, Repertoire
- Major/minor
- Phrase

Lesson / Instruction

Last week was Earth Day clean up so we are repeating this lesson

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

(such as answering a musical question) for a specific purpose.

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

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

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

body percussion

1. $\frac{1}{4}$ notes =
clap
2. double $\frac{1}{8}$ notes =
snap
3. half notes =
pat

3. **(12-15 min)**
Rhythmic Reading: Label Time Signature (pg 103)
Materials: Visual #15, Chart #17, board, marker, tape

1. Draw a line representing 4 measures on the board
2. Students identify number of bar lines and functions of double bar line
3. Review the term **measure** as "A group of beats;" class counts number of measures
4. Class identifies the number of beats in each measure
5. Label **time signature** as "A sign that indicates the number of beats per measure," (add the 2 and $\frac{1}{4}$ note)
6. Present the charts and visuals
7. Discuss each rhythm; choose a student to

- 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 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:** 2 decks cards, 1 crate, 1 cone and frisbee per 3

1. Deal Me In (Card 75-76)

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

1. I Got Game - Dribbling Skills (Card 373-374)

(5 min) Cool-down

1. Simon Says

Standards

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

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 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.

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 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

historical) and how creators and performers manipulate the elements of music.

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

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

- affix the appropriate time signature
4. **(18-20 min)**
Notation Activity: Song with Instruments (pg 104) **Materials:** Construction paper, crayons, barred instram
1. Student suggest names of zoo animals; class speaks and claps each rhythmically
 2. Teacher shows notation on board
 3. Distribute paper and a crayon to each student and demo how to fold paper in half (short end to short end)
 4. Students write example from the board, then turn paper face down and notate an animal not on the board
 5. Collect pieces of paper to be used to create contrasting sections
 6. Sing song one measure at a time
 7. Prepare broken bordun with alternating pat, beginning with left hand
 8. Demo pattern on barred instrument
 9. Sing song snapping after "zoo;" tran

- 4.PE.11** Reflect on personal social behavior in physical activity.
- 4.PE.12** Listen respectfully to corrective feedback from others.
- 4.PE.13** Adhere to rules of etiquette in a variety of physical activities.
- 4.PE.14** Recognize and support individual differences in movement performance at all skill levels.
- 4.PE.16** Work safely with peers and equipment in physical activity settings.
- 4.PE.9** Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.
- 4.PE.1** Use a combination of motor skills to engage in a variety of activities.
- 4.PE.7** Actively engages in the activities of health enhancement class, both teacher-directed and independent.
- 4.PE.6** Analyze opportunities for participating in physical activities outside health enhancement class.
- 4.PE.15** Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

- 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

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

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 group creates a new phrase for measures 3 and 4
5. Perform poem several times, allowing each group to insert phrase two
6. 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

- 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

• **Go Fitness: Limber Limbs - Stretching Activities**

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

• **Go Fitness: Mighty**

- ser to barred instruments
10. Perform song with instruments
 11. Identify 4 students to choose animals (construction paper) and stand in a row in front of the class
 12. Class creates contrasting section by first speaking rhythmic notation (8 beats) followed by speaking animal name (8 beats)
 13. Perform ABA song with orchestra, word chain, song with orchestra

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 melodic patterns

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

(10 min) Go Fitness: Cardiovascular

Efficiency: Aerobic Games **Materials:** 2 decks cards, 1 crate, 1 cone and frisbee per 3

1. Deal Me In (Card 75-76)

(25 min) Go Activity: Basketball:

Skill Development Activities

Materials: 1 polyspot and basketball per student

1. I Got Game - Dribbling Skills (Card 373-374)

(5 min) Cool-down

1. Simon Says

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, 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.

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: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

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. Review from last week and try to perfect the skill
 2. 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.

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 audience and context.

- Practice and improve 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

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 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.

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 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

Objectives:

- Pulse, Repertoire
- Major/minor
- Phrase

Lesson / Instruction

Last week was Earth Day clean up so we are repeating this lesson

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.

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

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 technical challenges of music.

- Throw and catch in a small group game to keep the ball away from 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:** 2 decks cards, 1 crate, 1 cone and frisbee per 3

1. Deal Me In (Card 75-76)

(25 min) Go

Activity:

Basketball: Skill Development Activities

Materials: 1 polyspot and basketball per student

1. I Got Game - Dribbling Skills (Card 373-374)

(5 min) Cool-down

1. Simon Says

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

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

Q1 Band 2:45pm - 3:30pm

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 it!" etc. improvising as many responses as s/he can***

while playing with friends.

Recess 1:45pm - 2:00pm

PE 2 2:00pm - 2:45pm

Throwing & Catching Activities

Objectives:

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

Lesson / Instruction

• **Warm Up: (10 min)**

1. 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
- 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

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

Band 5 1:45pm - 2:30pm

Objectives:

- Rhythm patterns, Question-Answer, experience mixolydian, phrase
- Pulse, AB
- Rondo, unpitched percussion

Lesson / Instruction

1. **(2-3 min) Sing song for Spring Musical**
2. **(18-20 min) Song with Instruments: Rattle on the Stovepipe (pg 115-116)**
Materials: Visual #11, tape
 1. Using on 1 to 4 levels on body percussion, review Question-Answer
 2. Repeat a few times counting to 7 (1/4 note pulse) while asking the question and counting to 7 while students create answers
 3. Demo filling in the 8th beat by asking a question while counting to 8
 4. Students practice simultaneously creating questions that fill in the 8th

space in movement context.

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.

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 group creates a new phrase for measures 3 and 4

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

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. Review from last week and try to perfect the skill
2. Scatter Square Dancing (Card 343)

• **Cool-down: (5 min)**

1. Simon Says (Card 5)

Standards

2.PE.1 Perform basic locomotor, nonlocomotor, and

- beat; teacher answers ending on beat 7
5. Divide class; 1/2 creates questions that fill in the 8th beat, and have answers ending on beat 7
 6. Use visual #11 to familiarize students with the text
 7. Teacher sings melody with text, students echo
 8. *Perform song as notated on pg 115; students sing the first 4 measures (repeated), followed by 1/2 of the class asking questions and 1/2 the class creating answers (teacher on piano)*
3. **(15-18 min) Folk Dance: Black Joe (pg 117)**
Materials: Recording, Video of Sicilian Circle
1. <http://www.youtube.com/watch?v=Suy-xb0qFt>
4. **(18-20 min) Group Project: Look Out! (pg. 117-118)**
Materials: Chart #27, Conga drums, ratchet, cowbell, whip
1. Present chart; 1 student reads

3.PE.17 Discuss the relationship between 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

5. Perform poem several times, allowing each group to insert phrase two
 6. 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.

MU:Cr2.1.3b Use standard and/or iconic notation and/or

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.

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

- text, discuss play on words (ICU)
2. Refine to suggested rhythm and speak text while patting rhythm (alternating hands on 1 knee)
 3. Transfer rhythm of text to conga drums
 4. Isolate special words on chart with body percussion before transferring to suggested unpitched instruments
 5. Perform poem with instruments
- 5.

Standards

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

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

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

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

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

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 qualities, and identified

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

melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

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

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

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

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

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

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

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.

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 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.

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

MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

MU:Pr5.1 Rehearse, Evaluate and Refine -

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

MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

Q1 Band 2:45pm - 3:30pm