

Monday 04/03/2023	Tuesday 04/04/2023	Wednesday 04/05/2023	Thursday 04/06/2023	Friday 04/07/2023
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	End of Quarter 3	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	Breakfast Duty 8:00am - 8:30am	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

- Lead discussion about Spring Musical and introduce the song the class will be performing

Trumpet:

Raven
Garrett
Mya

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MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard

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6. **Check in with trumpet players:**

1. Ask student/s to demonstrate the song they are working on

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symbols for rhythm, pitch, articulation, and dynamics.
MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.
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Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Music PK 12:15pm - 1:00pm

Notes / Reflection

- Lead discussion about Spring Musical and introduce the song the class will be performing

Objective:

- Pulse, Prepare SM
- Repertoire
- Same/different, body awareness

Lesson / Instruction

- (10-12 min) Singing**
Activity: "One for the Money" (pg. 101)
Materials: Body Percussion chart w/moveable circles
- Present chart with the pulse of all the same notes
- Teacher points to each pulse as students pat knees (4 pats)

symbols for rhythm, pitch, articulation, and dynamics.
MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.
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Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

PE PK 12:15pm - 1:00pm

Moving/Traveling Activities

Objectives:

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

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

identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
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Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Music K 12:15pm - 1:00pm

Notes / Reflection

- Lead discussion about Spring Musical and introduce the song the class will be performing

Objective:

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

Lesson / Instruction

- (10-12 min) Singing**
Activity: "One for the Money" (pg. 101)
Materials: Body Percussion chart w/movable circles
- Present chart with the pulse of all the same notes

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Lunch 11:30am - 12:15pm

PE 1 12:15pm - 1:00pm

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)

- 3 Laps around Gym
- Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right

symbols for rhythm, pitch, articulation, and dynamics.
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Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Music 1 12:15pm - 1:00pm

Notes / Reflection

- Lead discussion about Spring Musical and introduce the song the class will be performing

Objectives:

- Solfege ladder practice
- ABA form
- Repertoire, Pulse

Lesson / Instruction

- (2-3 min) Melodic Training:** Sing solfege ladder using hand signals (pg 83)
- (10-12 min) Speech Activity with Movement:** Bunnies on the Move! (pg.81)

Materials: Temple Blocks
- Scattered standing, echo text by phrase

3. Change pulse ostinato to (4 claps)
4. Change ostinato to the chart where two notes are used (pats and claps)
5. In a seated circle perform "One for the Money" song using body percussion
6. Add contrasting sections where 4 students sing names; class echoes all the while using body percussion
7. Repeat until all students have had a turn
2. **(10-12 min) Song with Game: "A-Tisket, A-Tasket"** (pg 104)
Materials: Visual #13 (letter)
 1. Introduce song the add game
 2. In a seated circle, class sings song while teacher is on the piano
 3. One student walks around the outside of the circle carrying a letter
 4. At the end of the song, the student drops the letter behind another student who picks it up and the two race in opposite directions around the

- Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight
- Go Fitness: Mighty Muscles: Strength Activities (10 min)**
Materials: Cones and Tape
1. Mighty Muscles Strength Stations (Card 135-137) and various *Mighty Muscle Task Cards*
- Go Activity: Moving & Traveling Activities (10 min)**
Materials: NA
1. Catch-Up Chase (Card 325)
- Go Activity: Moving & Traveling Activities (10 min)**
Materials: 1 Beanbag per student
1. Body Balance (Card 328)
- Cool-down: (5 min)**

2. Teacher points to each pulse as students pat knees (4 pats)
3. Change pulse ostinato to (4 claps)
4. Change ostinato to the chart where two notes are used (pats and claps)
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2. After speaking poem, class reacts to one of the following rhythmic patterns played on the temple blocks
3. Introduce actions according to the rhythmic patterns (eg. two 1/2 notes = hands above head to show ears flopping)
4. After all patterns are introduced, play reaction training game by changing the rhythm randomly
3. **(12-15 min) Story with Instruments: "It's Not Easy Being a Bunny"** by Marilyn Sadler '83 (pg 82)
Materials: Book
 1. Read story sharing illustrations
 2. Ask class to recall the order of animals mentioned in the story and list on board
 3. Select 7 students to choose unpitched percussion instruments (one representing each animal)
 4. Read the story a 2nd time, with students playing instruments each time their

circle and back to the open space left by the letter carrier

3. **(5-8 min) Finger Play:** Up to the Ceiling (pg. 107)

- In a standing position with the door to students' right echo text with actions as shown on pg 107
- Repeat several times before challenging class to think text while performing actions
- If successful, perform:
 - Speak with actions
 - Think with actions
 - Speak with actions

4. **(2-3 min) Song:** "Mister Sun" (pg 105/100)

- Play as students are lining up

Standards

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

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

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.

2.3a Respond to touch, movement, and sound.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

the two race in opposite directions around the circle and back to the open space left by the letter carrier

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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

Materials: 1 Beanbag per student

1. Body Balance (Card 328)

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.

2.3b Focus eyes on near and far objects.

animal is mentioned

5. Repeat, allowing more students to play

4. **(8-10 min) Singing Game:** "Go All Around the Village" (pg 85)

Materials: "Go 'round and 'round..." song on Spotify

- Circle, standing; hands joined (one student outside the circle)
- 3-part singing game that adds a new leader each time the game repeats
- Teacher demos the movements while singing:
 - Vs. 1 - Leader skips around the outside of the circle
 - Vs. 2 - Students raise joined hands to create windows as leader weaves in and out
 - Vs. 3 - Students clap pulse as leader marches around the outside of the circle, stopping behind a new leader

MU:Cr1.1.PreKa With substantial guidance, explore and experience a variety of music.

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

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

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

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

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

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

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine

2.3f 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 new skills, without adult assistance.

2.6f Participate in physically active games with peers.

2.6g Recognize the positive feelings experienced during

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 musical works and their implications for performance.

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.

2.6f Participate in physically active games with peers.

2.6g Recognize the positive feelings experienced during

at the end of the verse

5. **(2-3 min)**
Song: "Peter Cottontail" (pg 82)

Materials: "Peter Cottontail" by Kiboomers on Spotify

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

Standards

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

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

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

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

MU:Pr4.2 Analyze - Analyze the structure

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

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

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

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

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

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

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

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

MU:Cn11.0 Connect 11 - Relate musical ideas and works with

and after physical activity.

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

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

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

2.7d Recognize rules and follow basic safety instructions.

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

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

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

PE 4 1:00pm - 1:45pm

Volleyball Unit

Objective:

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and

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.

MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic

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

Notes / Reflection

- Lead discussion about Spring Musical and introduce the song the class will be performing

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.

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

varied context to deepen understanding.

Music 2 1:00pm - 1:45pm

Notes / Reflection

- Lead discussion about Spring Musical and introduce the song the class will be performing

Objective:

- Phrase
- Repertoire, prepare rondo

Lesson / Instruction

- (5-8 min) Movement Activity:** Exploring Phrase Length (pg. 91)
Materials: Hand Drum
- Purpose of this activity is to introduce different phrase lengths - begin with an 8-beat phrase
- In scattered formation, students move to the pulse while the teacher plays the hand drum
- Students practice stopping on beat seven and changing direction
- Once secure change to a 6-beat phrase length, stopping on beat five and changing direction

challenges to utilize learned skills and develop physical fitness.

- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

Lesson / Instruction Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

- Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular Activities: Quick Cardio Games
Materials: 4 cones, Flash Fitness Locomotor Task Cards

- Frequent Flyer (Card 40-41)

(25 min) Go Activity: Volleyball: CATCH Challenge III
Materials: 1 volleyball and a court with two nets

- Hit the Beach Volleyball Skill Stations (Card 599-601)

(5 min) Cool-down

- Simon Says

Standards

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

4.PE.11 Reflect on personal social

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.

PE 5 1:45pm - 2:30pm
Volleyball Unit

Objective:

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

Lesson / Instruction Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

- Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular Activities: Quick Cardio Games

Objectives:

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

Lesson / Instruction Missed last week's lesson because of an assembly

- (15 min) Rhythmic Improvisation: Question-Answer** (pg 99 - see pg 93)

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

- (8-10 min) Movement Activity: Mirroring with Props** (pg 100)
Materials: Hand drums, recording, finger symbols, recording
- Assign partners to mirror each other with

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 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

5. **Note:** This prepares the class for irregular phrase length in the next activity
2. **(18-20 min) Song with Game:** "Vamos a la Mar" (pg 92-93)
Materials: BX, guiro, Visual #12 cards
1. Echo the 2/4 time signature 3 measures at a time (the guiro is played as 4-16th notes)
 2. Choose a student to translate to English and add melody
 3. Add guiro add the end of each phrase
 4. Class sings song while teacher accompanies on BX
 5. Present Visual #13 cards, speaking rhythmically in English and Spanish (see pg 93)
 6. Divide class into four groups and distribute Visual #12 packets to each group
 7. Students create a word chain using 4 cards to be spoken twice
eg. 2/4 |

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.

Recess 1:45pm - 2:00pm

Materials: 4 cones, Flash Fitness Locomotor Task Cards

1. Frequent Flyer (Card 40-41)

(25 min) Go Activity:
Volleyball: CATCH Challenge III
Materials: 1 volleyball and a court with two nets

1. Hit the Beach Volleyball Skill Stations (Card 599-601)

(5 min) Cool-down

1. Simon Says

Standards

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

4.PE.11 Reflect on personal social behavior in physical activity.

4.PE.12 Listen respectfully to corrective feedback from others.

4.PE.13 Adhere to rules of etiquette in a variety of physical activities.

4.PE.14 Recognize and support individual differences in movement performance at all skill levels.

4.PE.16 Work safely with peers and equipment in physical activity settings.

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

- instruments to a recording
3. **(20-22 min): Song with Instruments:** "I'm Hungry" (pg.101)
Materials: BX, CBB, SG, Visual #6
1. Echo text with melody two measures at a time
 2. Students sing melody while teacher plays BX
 3. Choose a few students to play BX. CBB, BM and glockenspiels
 4. Perform song with orchestration
 5. Divide class into 4 groups each to play an 8 beat word chain of favorite sandwiches
 6. Allow group to share contrasting sections
 7. Label rondo

Standards

MU:Pr4.2.3a Demonstrate understanding of the 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

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 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

| | |
| |

8. **Note:** *Although the song is comprised of 6-beat phrases, the contrasting sections are 8-beat phrases*
9. Groups share word chains with class
10. Perform as rondo (one main theme with other musical parts in between)
 1. **A - song with BX and guiro**
 2. **B - group 1 word chain spoken twice**
 3. **A - song with BX and guiro**
 4. **C - group 2 word chain spoken twice**
 5. **A - song with BX and guiro**
 6. **D - group 3 word chain spoken twice**
 7. **A - song with BX and guiro**
 8. **E - group 4 word chain spoken twice**
 9. **A - song with BX and guiro**

Standards
 MU:Cr1.1 Imagine - Generate musical ideas for various

PE 3 2:00pm - 2:45pm
Volleyball Unit

Objective:

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

Lesson / Instruction
Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular
Activities: Quick Cardio Games
Materials: 4 cones, Flash Fitness Locomotor Task Cards

1. Frequent Flyer (Card 40-41)

(25 min) Go Activity:
Volleyball: CATCH Challenge III
Materials: 1 volleyball and a court with two nets

4.PE.1 Use a combination of motor skills to engage in a variety of activities.

4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.

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

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

Q1 Band 2:45pm - 3:30pm

phrases using iconic and standard notation.

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

MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

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

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

Music 4 1:45pm - 2:30pm

Notes / Reflection

- Lead discussion about Spring Musical and introduce the song the class will be performing

Objective:

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

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

Go Fitness: Mighty Muscles: Strength Activities (10 min)
Materials: Cones and Tape

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

Go Activity: Moving & Traveling Activities (10 min)
Materials: NA

1. Catch-Up Chase (Card 325)

Go Activity: Moving &

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 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

1. Hit the Beach Volleyball Skill Stations (Card 599-601)

(5 min) Cool-down
1. Simon Says

Standards

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

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

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

3.PE.9 Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.

3.PE.10 Practice personal responsibility in teacher-directed activities.

3.PE.11 Work independently for extended periods of time.

3.PE.12 Accept and implement specific corrective teacher feedback.

3.PE.13 Recognize the role of rules and etiquette in physical activity with peers.

3.PE.14 Support and work cooperatively with others.

3.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body types during games

- Pulse
- Determining Beat or Rhythm

Lesson / Instruction

Missed last week's lesson because of an assembly

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

Speech

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

Materials: Visual #9

1. Present cards (visual #9)
2. Label triplet "a group of three notes performed in the space of two;" spoken "Tri-ple-Ti"
3. Tap combo of four cards; students speak rhythm
4. Call for volunteers to name a favorite pie
5. Teacher speaks and claps the name of the pie; students echo
6. Class determines rhythm and teacher taps cards as students speak rhythm syllables
7. Add text and students use body percussion ostinato to accompany poem

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

Traveling Activities (10 min)

Materials: 1

Beanbag per student

1. Body Balance (Card 328)

Cool-down: (5 min)

1. Simon Says (Card 5)

Standards

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

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

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

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

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

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

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

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

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

K.PE.11 Follow instruction 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.

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

and physical activities.

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

Q1 Band 2:45pm - 3:30pm

Materials:

Recording, Chart #6 (optional)

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

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

Recorder

Activity: BAGED Cards (pg. 96)

Materials: Visual #7

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

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

Activity: Assessing Recorder Fingerings

Materials: Written Assessment #3

1. Students must complete test independently

5. **(15-18 min)**

Speech Activity with

Instruments: The

direction when prompted.

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

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

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

K.PE.15 Follow teacher directions for safe participation and proper use of equipment with minimal reminders.

K.PE.16 Understand that physical activity is important for good health.

K.PE.17 Acknowledge that some physical activities are challenging or difficult; and

K.PE.18 Identify physical activities that result in a positive personal experience while playing with friends.

Recess 1:45pm - 2:00pm

PE 2 2:00pm - 2:45pm

Throwing & Catching Activities

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental throwing and catching skills

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.

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

Band 5 1:45pm - 2:30pm

Notes / Reflection

- Lead discussion about Spring Musical and introduce the song the class will be performing

Objectives:

- Rhythm patterns, mallet technique, phrase
- Learn 8th to 16th note combo and how to sing it
- Learning last of the recorder notes, mallet techniques, crossover bordun

Lesson / Instruction

1. **(8-10 min)**
Rhythmic Reading: Rhythm Cards (pg 98)

re Will Be Weather (pg.97)

Materials: Chart #22, barred instruments

1. Present chart
2. Choose a volunteer to read the poem
3. Echo one line at a time using the rhythm on pg 97
4. Students identify 1 set of special words & choose level of body percussion or action to perform when speaking poem
 1. *There* = **clap** = metallophone
 2. *Weather/ Whether* = **pat** = xylophones
 3. *Cold or hot/ not* = **snap** = glockenspiels
5. Practice speaking poem followed by internalizing poem with body percussion or action
6. Repeat, adding another set of special words or actions
7. Add last set of special words and transfer to barred instruments
8. Perform twice with instruments

- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Warm Up: (10 min)

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

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

- Materials:** Visual #13, barred instruments (remove F and B)
1. Assign students to barred instruments
 2. One at a time present each rhythm card; student speak rhythm, then play on any pitch
 1. Demo how to move stepwise, sometimes repeating pitches to create a more melodic improv
2. **(8-10 min) Paper/Pencil**
Activity: Assessing Rhythmic Dictation (pg 100)
- Materials:** Written Assessment #3
1. Clap a four beat rhythm; students echo clap the rhythm and write it on their test
3. **(5 min) Recorder**
Activity: "*Chick-a-li-lee-lo*" (pg 101)
- Materials:** Visual #7 (note cards)
1. Use song shown on page 101 to demonstrate the three cards and how they sound together
4. **(10-12 min) Movement**
Activity: "*The*

- (with speech, then without speech)
9. Repeat, giving the rest of the students an opportunity to play
6. **(3-5 min) Rhythm Game:** Beat or Rhythm (pg 98)
- Materials:** Visual #5
1. Using the poem from the previous activity
 2. Students clap the rhythm (ti and ta-ta's, etc.) when the "rhythm" card is shown
 3. Students pat the beat when they see the "beat" card
7. **Exit Ticket:** Show students the *ff* and *pp* cards and explain what they mean
- Materials:** *ff* and *pp* cards
1. *ff* = very soft
 2. *pp* = very soft
- Standards**
- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- MU:Cr1.1.Ka** With guidance, explore and experience music concepts (such

- Materials:** Cones and Tape
1. Mighty Muscles Strength Stations (Card 135-137) and various Mighty Muscle Task Cards
- Go Activity: Moving & Traveling Activities (10 min)**
Materials: NA
1. Catch-Up Chase (Card 325)
- Go Activity: Moving & Traveling Activities (10 min)**
Materials: 1 Beanbag per student
1. Body Balance (Card 328)
- 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

Bunny Hop" (pg 103)

Materials: Recording

1. Song was played in grade four
2. Review movement by rote with all students in a line facing the same direction, hands on shoulders
3. Play song with movements as shown on pg 103
5. **(15-18 min) Hot Tune #11: "Old Man Mercy"** (pg 104-105) **Materials:** Recorder fingering charts G, A, C', E, D, C
 1. Echo 4-beat pattern on E and D
 2. Introduce C
 3. Practice playing E-D-C (part of the song)
 4. Write song notes on board and play recorder part of the song
 5. If time: add AX, Tambourine, and BX

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.

as beat and melodic contour).

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

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

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

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

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

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

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

class protocols with behavior and performance actions.

2.PE.12 Accept specific corrective feedback from a teacher.

2.PE.13 Recognize the role of rules and etiquette in teacher-designed physical activities.

2.PE.14 Work independently with others in partner environments.

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

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

2.PE.18 Compare physical activities that bring confidence and challenges; and

2.PE.19 Discuss positive results gained from participating in physical activities with others.

Q1 Band 2:45pm - 3:30pm

MU: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 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

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).

MU:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and

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 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.

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: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.

Q1 Band 2:45pm - 3:30pm