

Monday 05/01/2023	Tuesday 05/02/2023	Wednesday 05/03/2023	Thursday 05/04/2023	Friday 05/05/2023
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Cinco de Mayo No School
<p>Band/Choir 7 & 8 8:35am - 9:30am</p> <p>Notes / Reflection</p> <ul style="list-style-type: none"> • Lead discussion about Spring Musical and introduce the song the class will be performing <p>Flute: Khianna</p> <p>Clarinet: Annabell Elizabeth Izzy Elsa</p> <p>Saxophone: Preston (tenor)</p> <p>Guitar: Ian Owen</p> <p>Piano: Logan Christian</p> <p>Drums: David Journey</p>	<p>Band/Choir 7 & 8 8:35am - 9:30am</p> <p>Notes / Reflection</p> <ul style="list-style-type: none"> • Lead discussion about Spring Musical and introduce the song the class will be performing <p>Flute: Khianna</p> <p>Clarinet: Annabell Elizabeth Izzy Elsa</p> <p>Saxophone: Preston (tenor)</p> <p>Guitar: Ian Owen</p> <p>Piano: Logan Christian</p> <p>Drums: David Journey</p>	<p>Band/Choir 7 & 8 8:35am - 9:30am</p> <p>Notes / Reflection</p> <ul style="list-style-type: none"> • Lead discussion about Spring Musical and introduce the song the class will be performing <p>Flute: Khianna</p> <p>Clarinet: Annabell Elizabeth Izzy Elsa</p> <p>Saxophone: Preston (tenor)</p> <p>Guitar: Ian Owen</p> <p>Piano: Logan Christian</p> <p>Drums: David Journey</p>	<p>Band/Choir 7 & 8 8:35am - 9:30am</p> <p>Notes / Reflection</p> <ul style="list-style-type: none"> • Lead discussion about Spring Musical and introduce the song the class will be performing <p>Flute: Khianna</p> <p>Clarinet: Annabell Elizabeth Izzy Elsa</p> <p>Saxophone: Preston (tenor)</p> <p>Guitar: Ian Owen</p> <p>Piano: Logan Christian</p> <p>Drums: David Journey</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Entire class plays C Major Scale <i>in unison</i> at the beginning of class (regular and jazz version) • Sheet music has been distributed to those who have completed the C Major Scale and students are perfecting their pieces • Students will soon begin working on Spring Concert music • Students work to perfect their chosen musical 	<p>Objectives:</p> <ul style="list-style-type: none"> • Entire class plays C Major Scale <i>in unison</i> at the beginning of class (regular and jazz version) • Sheet music has been distributed to those who have completed the C Major Scale and students are perfecting their pieces • Students will soon begin working on Spring Concert music • Students work to perfect their chosen musical 	<p>Objectives:</p> <ul style="list-style-type: none"> • Entire class plays C Major Scale <i>in unison</i> at the beginning of class (regular and jazz version) • Sheet music has been distributed to those who have completed the C Major Scale and students are perfecting their pieces • Students will soon begin working on Spring Concert music • Students work to perfect their chosen musical 	<p>Objectives:</p> <ul style="list-style-type: none"> • Entire class plays C Major Scale <i>in unison</i> at the beginning of class (regular and jazz version) • Sheet music has been distributed to those who have completed the C Major Scale and students are perfecting their pieces • Students will soon begin working on Spring Concert music • Students work to perfect their chosen musical 	

pieces to play for Spring Concert in May	pieces to play for Spring Concert in May	pieces to play for Spring Concert in May	pieces to play for Spring Concert in May
Lesson / Instruction 1. Introduce Music Writing Project due by the end of the quarter 2. Whole class sings Spring Musical Song 3. Students to work with their instrument group on scales, songs, and patterns 4. Check in with guitars: 1. Ask student/s to demonstrate the song they are working on 5. Check in with clarinets: 1. Ask student/s to demonstrate the song they are working on 6. Check in with saxophones: 1. Ask student/s to demonstrate the song they are working on 7. Check in with piano players: 1. Ask student/s to demonstrate the song they are working on 8. Check in with drums: Ask student/s to demonstrate the song they are working on	Lesson / Instruction 1. Introduce Music Writing Project due by the end of the quarter 2. Whole class sings Spring Musical Song 3. Students to work with their instrument group on scales, songs, and patterns 4. Check in with guitars: 1. Ask student/s to demonstrate the song they are working on 5. Check in with clarinets: 1. Ask student/s to demonstrate the song they are working on 6. Check in with saxophones: 1. Ask student/s to demonstrate the song they are working on 7. Check in with piano players: 1. Ask student/s to demonstrate the song they are working on 8. Check in with drums: Ask student/s to demonstrate the song they are working on	Lesson / Instruction 1. Introduce Music Writing Project due by the end of the quarter 2. Whole class sings Spring Musical Song 3. Students to work with their instrument group on scales, songs, and patterns 4. Check in with guitars: 1. Ask student/s to demonstrate the song they are working on 5. Check in with clarinets: 1. Ask student/s to demonstrate the song they are working on 6. Check in with saxophones: 1. Ask student/s to demonstrate the song they are working on 7. Check in with piano players: 1. Ask student/s to demonstrate the song they are working on 8. Check in with drums: Ask student/s to demonstrate the song they are working on	Lesson / Instruction 1. Introduce Music Writing Project due by the end of the quarter 2. Whole class sings Spring Musical Song 3. Students to work with their instrument group on scales, songs, and patterns 4. Check in with guitars: 1. Ask student/s to demonstrate the song they are working on 5. Check in with clarinets: 1. Ask student/s to demonstrate the song they are working on 6. Check in with saxophones: 1. Ask student/s to demonstrate the song they are working on 7. Check in with piano players: 1. Ask student/s to demonstrate the song they are working on 8. Check in with drums: Ask student/s to demonstrate the song they are working on
Standards MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music. MU:Cn10.0.8a Demonstrate how	Standards MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music. MU:Cn10.0.8a Demonstrate how	Standards MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music. MU:Cn10.0.8a Demonstrate how	Standards MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music. MU:Cn10.0.8a Demonstrate how

interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

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

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

interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

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

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

interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

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

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

interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

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

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

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

Notes / Reflection

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

Flute:

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

Notes / Reflection

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

Flute:

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

Notes / Reflection

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

Flute:

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

Notes / Reflection

- **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

Khianna
Clarinet:
Annabell
Elizabeth
Izzy
Elsa
Saxophone:
Preston (tenor)
Guitar:
Ian
Owen
Piano:
Logan
Christian
Drums:
David
Journey

Khianna
Clarinet:
Annabell
Elizabeth
Izzy
Elsa
Saxophone:
Preston (tenor)
Guitar:
Ian
Owen
Piano:
Logan
Christian
Drums:
David
Journey

Khianna
Clarinet:
Annabell
Elizabeth
Izzy
Elsa
Saxophone:
Preston (tenor)
Guitar:
Ian
Owen
Piano:
Logan
Christian
Drums:
David
Journey

Objectives:

- Entire class plays C Major Scale **in unison** at the beginning of class (regular and jazz version)
- Sheet music has been distributed to those who have completed the C Major Scale and students are perfecting their pieces
- Students will soon begin working on Spring Concert music
- Students work to perfect their chosen musical pieces to play for Spring Concert in May

Objectives:

- Entire class plays C Major Scale **in unison** at the beginning of class (regular and jazz version)
- Sheet music has been distributed to those who have completed the C Major Scale and students are perfecting their pieces
- Students will soon begin working on Spring Concert music
- Students work to perfect their chosen musical pieces to play for Spring Concert in May

Objectives:

- Entire class plays C Major Scale **in unison** at the beginning of class (regular and jazz version)
- Sheet music has been distributed to those who have completed the C Major Scale and students are perfecting their pieces
- Students will soon begin working on Spring Concert music
- Students work to perfect their chosen musical pieces to play for Spring Concert in May

Objectives:

- Entire class plays C Major Scale **in unison** at the beginning of class (regular and jazz version)
- Sheet music has been distributed to those who have completed the C Major Scale and students are perfecting their pieces
- Students will soon begin working on Spring Concert music
- Students work to perfect their chosen musical pieces to play for Spring Concert in May

Lesson / Instruction

1. **Introduce Music Writing Project due by the end of the quarter**
2. **Whole class sings Spring Musical Song**
3. **Students to work with their instrument group on scales, songs, and patterns**

Lesson / Instruction

1. **Introduce Music Writing Project due by the end of the quarter**
2. **Whole class sings Spring Musical Song**
3. **Students to work with their instrument group on scales, songs, and patterns**

Lesson / Instruction

1. **Introduce Music Writing Project due by the end of the quarter**
2. **Whole class sings Spring Musical Song**
3. **Students to work with their instrument group on scales, songs, and patterns**

Lesson / Instruction

1. **Introduce Music Writing Project due by the end of the quarter**
2. **Whole class sings Spring Musical Song**
3. **Students to work with their instrument group on scales, songs, and patterns**

4. **Check in with guitars:**
 1. Ask student/s to demonstrate the song they are working on
5. **Check in with clarinets:**
 1. Ask student/s to demonstrate the song they are working on
6. **Check in with saxophones:**
 1. Ask student/s to demonstrate the song they are working on
7. **Check in with piano players:**
 1. Ask student/s to demonstrate the song they are working on
8. **Check in with drums:** Ask student/s to demonstrate the song they are working on

Standards

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

MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

4. **Check in with guitars:**
 1. Ask student/s to demonstrate the song they are working on
5. **Check in with clarinets:**
 1. Ask student/s to demonstrate the song they are working on
6. **Check in with saxophones:**
 1. Ask student/s to demonstrate the song they are working on
7. **Check in with piano players:**
 1. Ask student/s to demonstrate the song they are working on
8. **Check in with drums:** Ask student/s to demonstrate the song they are working on

Standards

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

MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

4. **Check in with guitars:**
 1. Ask student/s to demonstrate the song they are working on
5. **Check in with clarinets:**
 1. Ask student/s to demonstrate the song they are working on
6. **Check in with saxophones:**
 1. Ask student/s to demonstrate the song they are working on
7. **Check in with piano players:**
 1. Ask student/s to demonstrate the song they are working on
8. **Check in with drums:** Ask student/s to demonstrate the song they are working on

Standards

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

MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

4. **Check in with guitars:**
 1. Ask student/s to demonstrate the song they are working on
5. **Check in with clarinets:**
 1. Ask student/s to demonstrate the song they are working on
6. **Check in with saxophones:**
 1. Ask student/s to demonstrate the song they are working on
7. **Check in with piano players:**
 1. Ask student/s to demonstrate the song they are working on
8. **Check in with drums:** Ask student/s to demonstrate the song they are working on

Standards

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

MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

purposes and contexts

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

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

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.

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.

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.

Prep 10:28am - 11:30am

Prep 10:28am - 11:30am

Prep 10:28am - 11:30am

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Lunch 11:30am - 12:15pm

Music PK 12:15pm - 1:00pm

PE PK 12:15pm - 1:00pm

Music K 12:15pm - 1:00pm

PE 1 12:15pm - 1:00pm

Objective:

- Pulse, fast/slow, repertoire
- Same/different
- Prepare SM
- Body awareness

Lesson / Instruction

1. **(5-10 min) Sing Song for the Spring Concert**
2. **(2-3 min) Bell Ringer:** Play a song and ask students what kind of music it is and what instruments are playing
3. **(12-15 min) Notation**

Dribbling & Passing (hands) Activities

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned

Objective:

- Pulse, fast/slow, repertoire
- Same/different
- Prepare SM
- Body awareness

Lesson / Instruction

Set Up Chairs as in photo!

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

Dribbling & Passing (hands) Activities

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned

Activity: Los Pollitos (pg 119)

Materials:

Board, marker, paper, crayons, piano

1. This can be done in English as well.
 2. sing song for class while students pat pulse
 3. Students identify language and teacher assists with translation
 4. Echo song 2 measures at a time
 5. Students sing song while patting pulse
 6. Transfer pulse to index finger scratching floor (representing chicken scratch); teacher plays the song on the piano
 7. Teacher demos drawing the pulse on the board and scratching action while students sing
 8. Distribute paper/crayon to each student
 9. Student notate pulse while reviewing song
 10. Students count number of beats while pointing to each line
 11. Turn paper over and repeat
4. **(10-12 min)**
Singing Activity:

skills and develop physical fitness

- Have fun being physically active

Basic Skills:

1. **Dribbling:** Using 1 hand to repeatedly bounce the ball
2. **Passing:** Throwing the ball to another player
 - Chest Pass
 - Bounce Pass
 - Overhead Pass
3. **Catching:** Receiving the ball

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

3. **(12-15 min)**

Notation

Activity: Los Pollitos (pg 119)

Materials:

Board, marker, paper, crayons, piano

1. This can be done in English as well.
2. sing song for class while students pat pulse
3. Students identify language and teacher assists with translation
4. Echo song 2 measures at a time
5. Students sing song while patting pulse
6. Transfer pulse to index finger scratching floor (representing chicken scratch); teacher plays the song on the piano
7. Teacher demos drawing the pulse on the board and scratching action while students sing
8. Distribute paper/crayon to each student
9. Student notate pulse while reviewing song
10. Students count number of beats while pointing to each line
11. Turn paper over and repeat

skills and develop physical fitness

- Have fun being physically active

Basic Skills:

1. **Dribbling:** Using 1 hand to repeatedly bounce the ball
2. **Passing:** Throwing the ball to another player
 - Chest Pass
 - Bounce Pass
 - Overhead Pass
3. **Catching:** Receiving the ball

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

**Assessment #4 -
Matching Pitch
(pg 120)**

1. This test evaluates each student's ability to match pitch
2. Use the rhythm on page 121 as section A of a rondo (musical idea repeated over and over in between other parts of the music (chorus))
3. In a seated circle, students pat the the pulse while teacher sings rhythm, inviting students to join
4. ExtenSong with Gd to rondo where each student responds individually between each repetition of song
5. **(10-12 min):
Song with
Game: "Head,
Shoulders,
Knees and
Toes" (pg 121)**
 1. Elimination game
 2. Sing sing (with music) inviting students to join
 3. Introduce elimination game; on each repetition, students substitute touching one of the body parts for singing until all body parts are touched and

- 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:

Dribbling & Passing (hands)

Activities (10 min)

Materials: 1

ball per student

1. Ball-Handling Skills (Card 222)

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.

4. **(10-12 min)
Singing Activity:
Assessment #4 -
Matching Pitch
(pg 120)**

1. This test evaluates each student's ability to match pitch
2. Use the rhythm on page 121 as section A of a rondo (musical idea repeated over and over in between other parts of the music (chorus))
3. In a seated circle, students pat the the pulse while teacher sings rhythm, inviting students to join
4. ExtenSong with Gd to rondo where each student responds individually between each repetition of song
5. **(10-12 min):
Song with
Game: "Head,
Shoulders,
Knees and
Toes" (pg 121)**
 1. Elimination game
 2. Sing sing (with music) inviting students to join
 3. Introduce elimination game; on each repetition, students substitute touching one of the body parts for singing until all body parts

- 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:

Dribbling & Passing (hands)

Activities (10 min)

Materials: 1

ball per student

1. Ball-Handling Skills (Card 222)

Cool-down: (5 min)

1. Simon Says (Card 5)

Standards

1.PE.1 Perform most basic locomotor, and nonlocomotor, and manipulative skills using mature patterns.

1.PE.3 Move in self-space.

1.PE.4 Differentiate between fast and slow speeds, strong and light force.

1.PE.7 Actively engage in health enhancement class.

1.PE.8 Understand muscles that grow strong with physical activity.

1.PE.9 Identify warm-up and cool-down activities

none of the body parts in the song are sung

Standards

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

MU:Cn10.0.PreKa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

MU: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.

2.2e Demonstrate skills to move in the environment.

2.2f Refine motor coordination and skills to play with toys and people.

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3a Respond to touch, movement, and sound.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

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.

are touched and none of the body parts in the song are sung

6.

Standards

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

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

MU:Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

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

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

MU:Cr3.1.Ka With guidance, apply

related to vigorous physical activity.

1.PE.10 Accept personal responsibility by using equipment and space appropriately.

1.PE.11 Follow the rules or parameters of the learning environment.

1.PE.12 Respond appropriately to general feedback from a teacher.

1.PE.13 Exhibit the established protocols for class activities.

1.PE.14 Work independently with others in a variety of class environments.

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

1.PE.16 Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

1.PE.17 Identify physical activity as a component of good health.

1.PE.18 Understand that challenges in physical activities can lead to success; and

Music 3 1:00pm - 1:45pm

Objectives:

- SMRDL
- Major/minor
- Label treble clef, lines/spaces

Lesson / Instruction

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 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).

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

2.6c Initiate active play, exploration, and engagement with the environment.

2.6d Participate in simple games, dance, outdoor play, and other forms of movement.

2.6e Engage in activities requiring new skills, without adult assistance.

2.6f Participate in physically active games with peers.

2.6g Recognize the positive feelings experienced during and after physical activity.

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

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

2.7e 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.

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.

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

1. **(5 min) Sing Spring Concert Song**
2. **(8-10 min): Paper/Pencil Activity: Assessing Major and minor (pg 112)**

Materials: Written Assessment #4

1. Play a musical example illustrating one of the tonalities
2. Students circle either "Major" or "minor"
3. **(8-10 min) Listening Activity: Major and Minor (pg 112)**

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. **(5 min) Melodic Reading: Treble Clef Staff (pg 115)**

Materials: Chart #20

1. Present Chart #20
2. Review the term *staff* as "a combination of lines and spaces used

Music 2 1:00pm - 1:45pm

Objective:

- Note values
- Rhythm patterns, broken bordun
- Elemental forms, phrase

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 body percussion
 1. $\frac{1}{4}$ notes =
clap
 2. double $\frac{1}{8}$ notes =
snap
 3. half notes =
pat
3. **(18-20 min) Notation Activity: Song with Instruments (pg 104)** **Materials:** Construction paper, crayons, barred instra.
 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

2.7g Recognize and describe the reasons for rules.

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

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

PE 4 1:00pm - 1:45pm

Basketball Unit

Objective:

- Practice and improve fundamental 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

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, 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

for writing music"

3. Introduce the treble clef sign; identify on chart
4. Explain that a staff must have a clef sign in order to identify the note names
5. Identify treble clef staff on chart and names of lines and spaces

6. ASK CLASS:

1. How many lines on a staff?
2. How many spaces?
3. What is the name of the first line?...the third line?...the fifth line? (This reinforces counting from the bottom up)
4. Do any letters appear twice on the staff?
5. How many letters of the alphabet are on the staff?
6. Tell students that the treble clef is sometimes called the "**g clef**" because the sign wraps around the second line

5. (10-12 min) Song with Movement:

- 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;" transfer 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

- 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)
- (10 min) Go Fitness: Cardiovascular Efficiency:** Aerobic Games **Materials:** 2 decks cards, 1 crate, 1 cone and frisbee per 3
1. Hot Feet (Card 77)
- (25 min) Go Activity:**
- Basketball:** Skill Development Activities
- Materials:** 1 polyspot and basketball per student
1. Georgia Brown - Passing Challenge (Card 375-376)

- 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.
 - 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:**

- "The Song Has Five" (pg 115)**
- Materials:** Chart #20
1. Use Chart #20 to teach melody; sing song referring to lines and spaces
 2. Echo melody by phrase
 3. Add body percussion
 4. Students sing with body percussion while teacher plays piano
 5. Add locomotor movement
 6. Practice singing with movement, then without, then with (ABA)
- 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.

orchestra, word chain, song with orchestra

4. **(12-15 min)**
Notation Activity: Visualizing Form (pg 108)
Materials: Visual #9, Grade #1 Visual #7

1. Distribute form packets (Visual #9) to pairs or groups of 3 seated side by side
2. Student sort cards by shape/color
3. Teacher creates short examples using different levels of body percussion to illustrate simple forms; and students work together to visualize the forms with different shape cards

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.

(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.

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.

- 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. Hot Feet (Card 77)

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

1. Georgia Brown - Passing Challenge (Card 375-376)

(5 min) Cool-down
1. Simon Says

Standards

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

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 collaboratively-developed criteria and feedback.

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

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 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

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

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

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.

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.

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:

- SR-AGC', repertoire, I-V, mallet technique

Lesson / Instruction

1. **(5 min) Sing Spring Concert Song**
2. **(22-25 min): Song with Instruments: Roll the Chariot" (pg 116)**
Materials: Chart #26, several instruments
1. Present chart #26

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 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

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

Basketball Unit

Objective:

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

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.

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

Q1 Band 2:45pm - 3:30pm

- Teach Interlude first by directing students to the soprano recorder melody on the chart
- Develop SR part by having students speak/clap rhythm, identify letter names, sing letter names while fingering recorder, and play melody
- Introduce song, student part 3 1/4 beats and a rest as an ostinato while teacher sings melody
- Explain that this melody requires instruments to play 2 chords (demo on the xylo)
- Students sing letter names while patting knees
- Divide class in half; half sings and pats chord change, and half sing melody
- Transfer chord change to BX/CBB
- Add AX/AM to play the same rhythm on low C (alternating mallets)
- Add unpitched using isolated words on chart:
- Perform song with orchestra

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

Objectives:

- Genres
- Experience 7/8, SR- C'BAGFEDC, mallet technique
- Rhythm patterns, repertoire

Lesson / Instruction

1. **(5 min) Sing song for Spring Musical**
2. **(5 min) Bell Ringer: Play Different Genres of Music and Have Students Determine Genre (18-20 min) Recorder Activity:: "Lucky Seven" (pg 119)**

Materials: Chart #26, Conga Drum, Barred Instruments

1. Use chart to teach melody
2. FIRST, have students clap rhythm
3. NEXT, have students play "Lucky Seven" on the recorder
4. THEN, demonstrate rhythm on conga drum
5. Perform melody on conga drum,

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. Hot Feet (Card 77)

(25 min) Go

Activity:

Basketball: Skill Development Activities

Materials: 1 polyspot and basketball per student

1. Georgia Brown - Passing Challenge (Card 375-376)

(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,

12. **Note: Tamborine and temple blocks do not play during interlude.**

13. **If time permits, class develops Introduction and Coda**

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 recording technology to document personal

- recorder and piano
6. Choose a student to play the melody on a xylo
 7. Perform melody on barred instruments, conga drum, and piano
 8. *Allow class to determine form, and offer suggestions for an Introduction and a Coda*
4. **(15-18 min) Folk Dance: Black Joe (pg 117)**
Materials:
5. **(18-20 min) Group Project: Look Out! (pg. 117-118)**
Materials: Chart #27, Conga drums, ratchet, cowbell, whip
1. Present chart; 1 student reads 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

- including traditional and contemporary American Indian contributions and cultures.
- 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.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

- 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 performance challenges.

5. Perform poem with instruments
6. **If time, show students all the songs they have played on the recorder (thru charts)**

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, 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 physical activities.

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

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

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.

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.

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 Improve 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