

Monday 06/05/2023	Tuesday 06/06/2023	Wednesday 06/07/2023	Thursday 06/08/2023	Friday 06/09/2023
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am
			8th Day Graduation 8:30am - 3:30pm	Last Day - Early Out 8:30am - 12:35pm
				Prep 10:28am - 11:30am
				Lunch 11:30am - 12:15pm

<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will finish music assignment that is due at the end of the year</li> <li>• Students will research which instruments they will likely play next year by experimenting with different instruments in class</li> </ul>
<p><b>Lesson / Instruction</b></p> <ul style="list-style-type: none"> <li>• Work on finishing song writing assignment due by the end of the year</li> </ul> <p><u>IF SONG WRITING ASSIGNMENT IS DONE:</u></p> <ul style="list-style-type: none"> <li>• Investigate which instrument you might be interested in playing next year</li> </ul>
<p><b>Standards</b></p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>Evaluate and Refine - Evaluate and refine selected</p>

<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>
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<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>
<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Leave students inspired to continue listening to music over the summer</li> </ul>
<p><b>Lesson / Instruction</b></p> <p>1. <b>(45 min) Music Video: Animusic (DVD)</b></p>
<p><b>Standards</b></p> <p>Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>Imagine - Generate musical ideas for various purposes and contexts.</p> <p>Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>Interpret - Develop personal interpretations that consider creators' intent.</p> <p>Select - Choose music appropriate for a specific purpose or context.</p> <p>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.</p>

musical ideas to create musical work(s) that meet appropriate criteria.  
Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.  
Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.  
Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.  
Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.  
Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.  
Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

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Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.  
Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

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

**Objective:**  
• Leave students inspired to continue listening to music over the summer

**Lesson / Instruction**  
1. **(45 min) Music Video: Animusic (DVD)**

**Standards**  
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
Analyze - Analyze the structure and context of varied musical works and their implications for performance.

**Prep 10:28am - 11:30am**

**Lunch 11:30am - 12:15pm**

Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.  
Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.  
Analyze - Analyze the structure and context of varied musical works and their implications for performance.  
Interpret - Develop personal interpretations that consider creators' intent.  
Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.  
Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.  
Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and

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**PE 1 12:15pm - 1:00pm**

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental skills learned this year
- Actively participate in activities and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

**Lesson / Instruction**  
**1ST GRADE'S LAST DAY!**

**(10 min) Warm Up**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Stretch**

1. Stretch

**(30 min) Free Time**  
*(encourage students to choose activities that we have worked on in PE this year)*

**(5 min) Cool Down**

1. Remind students that they have 5 minutes left in order to start cooling down

**Standards**

Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.  
Move in self-space.

explain expressive qualities, technical challenges, and reasons for choices.  
When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.  
Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.  
Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  
Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.  
Select - Choose music appropriate for a specific purpose or context.  
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,

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Differentiate between fast and slow speeds, strong and light force.  
Actively engage in health enhancement class.  
Understand muscles that grow strong with physical activity.  
Identify warm-up and cool-down activities related to vigorous physical activity.  
Accept personal responsibility by using equipment and space appropriately.  
Follow the rules or parameters of the learning environment.  
Respond appropriately to general feedback from a teacher.  
Exhibit the established protocols for class activities.  
Work independently with others in a variety of class environments.  
Discuss ways to accept other's ideas, cultural diversity, and body types.  
Follow teacher directions for safe participation and proper use of equipment without teacher reminders.  
Identify physical activity as a component of good health.  
Understand that challenges in physical activities can lead to success; and

cultural, and historical) and how creators and performers manipulate the elements of music.  
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.  
Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.  
Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.  
Compare how the elements of music and expressive qualities relate to the structure within programs of music.  
Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.  
Apply appropriate personally-developed criteria to evaluate musical works or performances.  
Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

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Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.  
Apply appropriate personally-developed criteria to evaluate musical works or performances.  
Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

**Music 3 1:00pm - 1:45pm**

**Objective:**

- Leave students inspired to continue listening to music over the summer

**Lesson / Instruction**  
**3rd GRADE'S LAST DAY!!!**

**(45 min) Music Video:**  
**Animusic (DVD)**

**Standards**

Connect 10 - Synthesize and relate knowledge and personal experiences to make music.  
Connect 11 - Relate musical ideas and works with varied context to deepen understanding.  
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
Analyze - Analyze the structure and context of varied musical works and their implications for performance.  
Interpret - Develop personal interpretations that consider creators' intent.  
Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by

Reading Buddies 9:30am - 10:30am

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

**Objectives:**

- Students will research which instruments they will likely play next year by experimenting with different instruments in class

**Lesson / Instruction**

- Work on finishing song writing assignment due by the end of the year

If music creation assignment is complete:

- Continue to research which instruments you would like to play next year
- Try instruments to find a good fit

**Standards**

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

Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

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

**Objectives:**

- Students will research which instruments they will likely play next year by experimenting with different instruments in class

**Lesson / Instruction**

- Work on finishing song writing assignment due by the end of the year

If music creation assignment is complete:

- Continue to research which instruments you would like to play next year
- Try instruments to find a good fit

**Standards**

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Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

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

**Objectives:**

- Students will research which instruments they will likely play next year by experimenting with different instruments in class

**Lesson / Instruction**

- Work on finishing song writing assignment due by the end of the year

If music creation assignment is complete:

- Continue to research which instruments you would like to play next year
- Try instruments to find a good fit

**Standards**

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

Analyze - Analyze the structure and context of varied musical works and their implications for performance.

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

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

Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

**Music PK 12:15pm - 1:00pm**

**Objective:**

- Leave students inspired to continue listening to music over the summer

**Lesson / Instruction**

1. **(45 min) Music Video: Animusic (DVD)**

1. Watching Animusic is like being mesmerized by the world's most elaborate Rube Goldberg devices: You're so astonished by their ingenuity that you can't look away. This "computer animation video album" is the brainchild of Wayne Lytle, a progressive-rock keyboardist and 1988 graduate of Cornell University's Program of Computer Graphics. Modifying techniques originally applied to the visualization of scientific data, Lytle partnered with graphic artist and 3D modeler Dave Crognale to create elaborate virtual stage sets and imaginary musical instruments that are driven via MIDI interface to virtually "play" the music that Lytle has composed for them. "The music drives the instruments," explains Lytle in his engaging DVD commentary, "and not the other way around." Using proprietary software called

**PE PK 12:15pm - 1:00pm**

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental skills learned this year
- Actively participate in activities and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

**Lesson / Instruction**

**PRESCHOOLER'S LAST DAY!**

**(10 min) Warm Up**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Stretch**

1. Stretch

**(30 min) Free Time**

*(encourage students to choose activities that we have worked on in PE this year)*

**(5 min) Cool Down**

1. Remind students that they have 5 minutes left in order to start cooling down

**Standards**

- Exhibit a variety of small motor skills.
- Engage in self-help skills.
- Perform increasingly more sophisticated actions

**Music K 12:15pm - 1:00pm**

**Objective:**

- Leave students inspired to continue listening to music over the summer

**Lesson / Instruction**

**K GRADE'S LAST DAY!!!**

**(45 min) Music Video: Animusic (DVD)**

**Standards**

- Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- Imagine - Generate musical ideas for various purposes and contexts.
- With guidance, explore and experience music concepts (such as beat and melodic contour).
- Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.
- Analyze - Analyze the structure and context of varied musical works and their implications for performance.
- Interpret - Develop personal interpretations that consider creators' intent.
- With guidance, demonstrate and state personal interest in varied musical selections.

**Music 4 1:45pm - 2:30pm**

**Notes / Reflection**

**Objective:**

- Leave students inspired to continue listening to music over the summer

**Lesson / Instruction**

**4th GRADE'S LAST DAY!!!**

**(45 min) Music Video: Animusic (DVD)**

**Standards**

- Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- Analyze - Analyze the structure and context of varied musical works and their implications for performance.
- Interpret - Develop personal interpretations that consider creators' intent.
- Select - Choose music appropriate for a specific purpose or context.
- Analyze - Analyze how the structure and context of

MIDI-motion™, Lytle and Crognale have invented self-playing musical instruments that exist in a magical realm of musical and mathematical precision, perfectly synchronized to the kind of fully-synthesized prog-rock that Lytle obviously enjoys (and if you're a fan of Keith Emerson and Rick Wakeman, you will, too). It's the kind of audiovisual bombast that appeals to some more than others (and there's something oddly impersonal about removing humans from the performance of music), but Animusic is so intricately clever that anyone can be captivated by the meticulous novelty of these beautifully engineered musical marvels. Take, for example, the most popular track, "Pipe Dream," in which thousands of animated balls take on a life of their own, popping out of an intricate system of pipes and barrels and bouncing, with percussive precision, onto all varieties of strings, drums, xylophones, timbales, cowbells... it's just hypnotically amazing. The same holds true for all of these videos, and while the colorful 3D rendering of Animusic (first released in 2001) is no longer state-of-

requiring hand-eye coordination.  
Exhibit physical reflexes in response to stimulation.  
Develop muscle tone and strength in trunk, neck, head, arms and legs.  
Use developing motor skills to move more independently.  
Develop coordination to use motor skills with toys.  
Demonstrate skills to move in the environment.  
Refine motor coordination and skills to play with toys and people.  
Demonstrate increased ability to use skills requiring balance.  
Perform large motor movement alone or with others.  
Manipulate objects with large muscles.  
Respond to touch, movement, and sound.  
Focus eyes on near and far objects.  
Calm with assistance.  
Demonstrate an awareness of her body in space.  
Adapt movements to specific situations.  
Demonstrate concepts through movement.  
React to participation in daily routines.  
Indicate needs and wants.  
Take and interest in meeting physical needs.

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.  
With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.  
Select - Choose music appropriate for a specific purpose or context.  
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.  
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.  
With guidance, apply personal and expressive preferences in the evaluation of music.

Pre-School Graduation  
1:30pm - 2:30pm

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.  
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.  
Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.  
Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

the-art, the underlying mechanics remain timelessly appealing. For this special edition DVD released in 2004, Lytle opens his toy-box to reveal the creative process of Animusic from conceptual drawings to final 3D rendering. There's also a "solo-cam" function allowing viewers to switch angular focus from one instrument to another, along with animated set-construction demonstrations to show how everything fits together in the realm of Animusic. The 5.1-channel surround mix makes Animusic a perfect demonstration disc for high-end video systems (this is nothing if not a geek's delight), and Lytle's first animation (from 1996) is included along with a sneak-peek at Animusic 2, the follow-up DVD released in 2005. --Jeff Shannon

**Standards**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

Participate in healthy routines.  
Communicate with an adult when not feeling well.  
Participate in bathroom routines with growing independence.  
Attempt new large and small motor activities.  
Participate in simple movement games.  
Initiate active play, exploration, and engagement with the environment.  
Participate in simple games, dance, outdoor play, and other forms of movement.  
Engage in activities requiring new skills, without adult assistance.  
Participate in physically active games with peers.  
Recognize the positive feelings experienced during and after physical activity.  
Show preference for familiar people and recognize the difference between familiar people and strangers.  
Respond to cues from caregiver regarding obvious signs of danger or previous warnings.  
Identify who has hurt or made him or her feel bad.  
Recognize rules and follow basic safety instructions.  
Understand and anticipate potential consequences of disregarding rules.

With substantial guidance, demonstrate and state preference for varied musical selections.  
Analyze - Analyze the structure and context of varied musical works and their implications for performance.  
With substantial guidance, explore and demonstrate awareness of musical contrasts.  
Interpret - Develop personal interpretations that consider creators' intent.  
Select - Choose music appropriate for a specific purpose or context.  
With substantial guidance, explore musical contrasts in music.  
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.  
With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

Recognize and describe the reasons for rules.  
Make choices about behaviors or activities when presented with alternatives.  
Control or appropriately express intense emotions most of the time.

**Music 2 1:00pm - 1:45pm**

**Objective:**

- Leave students inspired to continue listening to music over the summer

**Lesson / Instruction**  
**2nd GRADE'S LAST DAY!!!**

**(45 min) Music Video:**  
**Animusic (DVD)**

**Standards**

Connect 11 - Relate musical ideas and works with varied context to deepen understanding.  
Imagine - Generate musical ideas for various purposes and contexts.  
Interpret - Develop personal interpretations that consider creators' intent.  
Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.  
Select - Choose music appropriate for a specific purpose or context.  
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

**PE 4 1:00pm - 1:45pm**

**Objective:**

- Practice and improve fundamental skills
- Actively participate in games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active
- Develop muscular strength and endurance in different muscle groups

**Lesson / Instruction**

**(10 min) Warm Up**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Stretch**

1. Stretch

**(30 min) Free Time**  
*(encourage students to choose activities that we have worked on in PE this year)*

**(5 min) Cool Down**

1. Remind students that they have 5 minutes left in order to start cooling down

**Standards**

Demonstrate responsible behavior in independent group situations.  
Reflect on personal social behavior in physical activity.  
Listen respectfully to corrective feedback from others.

performers manipulate the elements of music.  
Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.  
Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.  
Apply personal and expressive preferences in the evaluation of music for specific purposes.

AR Party 2:15pm - 3:15pm

Adhere to rules of etiquette in a variety of physical activities.  
Recognize and support individual differences in movement performance at all skill levels.  
Work safely with peers and equipment in physical activity settings.  
Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.  
Use a combination of motor skills to engage in a variety of activities.  
Actively engages in the activities of health enhancement class, both teacher-directed and independent.  
Analyze opportunities for participating in physical activities outside health enhancement class.  
Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.  
Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.  
Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks,

gymnastics, and dance environments.  
Discuss the importance of hydration and hydration choices relative to physical activities.  
Describe and compare the positive social interactions when engaged in partner, small-group, and large-group physical activities.  
Rate the enjoyment of participating in challenging and mastered physical activities; and  
Examine the health benefits of participating in physical activity.  
Identify the components of health-related fitness.

**Field Day 1:30pm - 3:00pm**