



Monday 08/28/2023	Tuesday 08/29/2023	Wednesday 08/30/2023	Thursday 08/31/2023	Friday 09/01/2023
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Breakfast Duty
8:00am - 8:30am

Band/Choir - 7 & 8 (Woodwinds) 8:35am - 9:20am

Class Setup

- Objectives:**
- Select instruments
 - Obtain music for each instrument
 - Explain that students will be learning music theory and a band instrument this year.
 - Get cubbies set up for each student

Lesson / Instruction

1. Explain the new curriculum that we will be using this year and how that will come first at the beginning of each class, then we will practice instruments together
2. Students select instruments
3. Students are given the Standard of Excellence Band book for each instrument (except the guitar)
4. Students select cubbies, label them, and put music and instruments in them

Prep 9:20am - 11:30am

Lunch 11:30am - 12:15pm

Music - Kinder 12:15pm - 1:00pm

Lesson / Instruction

Not here in the afternoon this week

Music - 5 1:00pm - 1:45pm

- Objective:**
- Introduce the recorder
 - Describe songs dedicated to America.

Lesson / Instruction

1. VIRTUAL RECORDER | Recorder Fingerings

Breakfast Duty
8:00am - 8:30am

Band/Choir - 7 & 8 (Brass/Other) 8:35am - 9:20am

Objectives:

- Select instruments
- Obtain music for each instrument
- Explain that students will be learning music theory and a band instrument this year.
- Get cubbies set up for each student

Lesson / Instruction

Seperate classroom into two groups:

1. Students continue to select instruments
2. Students given the Standard of Excellence Band book for each instrument will begin to practice and I will assist helping them with setup of their instruments

Prep 9:20am - 11:30am

Lunch 11:30am - 12:15pm

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

Welcome Back to School

Standards

1.PE.1 Perform most basic locomotor, 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.

Breakfast Duty
8:00am - 8:30am

Band/Choir - 7 & 8 (Woodwinds) 8:35am - 9:20am

Objectives:

- Select instruments
- Obtain music for each instrument
- Explain that students will be learning music theory and a band instrument this year.
- Get cubbies set up for each student

Lesson / Instruction

Objectives:

- Select instruments
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- Get cubbies set up for each student

Prep 9:20am - 11:30am

Lunch 11:30am - 12:15pm

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

Objectives:

- Prepare to learn songs about America by thinking about American sights and sounds.

Lesson / Instruction

IN THE SPOTLIGHT |

SOU0L1: Lesson 1

GOAL: Introduce the feature, "In the Spotlight"

1. ANALYZE | Opening

Text (Slide 1)

Standards National:

MU.Cn10.0.1a

Tell children that in this first part of this presentation, they are going to **read and talk about music in America,**



- Use the Virtual Recorder to learn and review fingerings.
- Refer students to the Song Anthology resources section for printed fingerings.

2. ACTIVITY | S5U1L1: Recorder Care and Cleaning damage. Share the following tips:

- Spray mouthpiece to keep it
- Use germicide for sterilizing your recorder.

3. Play 1st and 2nd Song From RECORDER | Grades 5–6 Book

Watch and listen as your teacher shows you proper posture and the correct way to hold the recorder.

The three most important things to think about as you begin to play the recorder are:

- Your breath
- Your fingers
- Your ears

1. Pick up your recorder with your left hand. Hold it as you held your “arm recorder.”

2. Cover the hole on the back with your left thumb and the top hole on the front with your pointer finger. This is the fingering for B.

Support the recorder lightly with your right hand at the bottom. Now sit tall and hold your recorder straight down in front of you.

3. Place the mouthpiece on your lower lip, then close your upper lip around it. Don't let it touch your teeth. Breathe gently into the recorder a whispered doo. Echo patterns your teacher plays on B.

4. Using the fingering charts above, follow your teacher to learn A and G. Practice playing echoes on B, A and G with a partner.

5. Now the whole class can play “Hot Cross Buns

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

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

Objective/Procedures:
(10 min)

- Introductions
- Classroom rules/ expectations
- Discuss:
 - Organizing Signals, Transition Signals, Activity Breaks
 - Warm Up, Activities, Cool Down
 - Heart Rate Instruction
 - Muscles/Bones Instruction it time

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our “Resting Heart Rate” (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a

and learn some well-known American songs.

- **Read the poem** "A bright light shines on America!"
- **Name a favorite place** in America that you have seen

2. DESCRIBE | Sounds in American Scenes (Slide

2) Standards National: MU.Cr3.1.1a

Tell students that they are **going to read and talk about different sounds heard in America, and how these sounds can be like music.**

- Read the poem
- What is the boy doing? (pointing)
- What might they be hearing?

3. ACTIVITY | S0U0L1: Sounds Around Us (Slide

- 3)**
- **Ask** what do you see?
 - **Describe** how these scenes might sound.
 - **Describe** other sounds one might hear in different parts of the country, including their own.

4. IDENTIFY | Categories of Sound Standards

National:

MU.Pr4.3.1aMU.Re8.1.1a

- **Tell** that people sometimes talk about the "music" of a river or of rain falling.
- **Explain** that music is made of sounds
 - long sounds and short sounds
 - low sounds and high sounds
 - loud sounds and soft sounds
 - rough sounds and smooth sounds
- **Show** the slide again and talk about these categories with children.
- Have students **describe** sounds they might hear from each picture.

5. GRAPHIC ORGANIZER | Block Organizer—4x8



Continue playing:
R•1 In the Bag page 1
R•2 Two Hands Are Better Than One

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

Welcome Back to School

Standards

- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.7** Actively participate in all activities of health enhancement class.
- 5.PE.9** Identify the need for warm-up and cool-down activities related to various physical activities.
- 5.PE.10** Participate in physical activity with responsible interpersonal behavior.
- 5.PE.11** Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
- 5.PE.12** Give corrective feedback respectfully to peers.
- 5.PE.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

partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

1. At the Neck:

- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of it's own. Do not press too hard on the artery, as it may alter the heart rate.
 - On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
 - Now find a partner. Practice taking each other's' heart rates. Find a new partner and repeat
 - Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.
1. **Warm-up (5 min)**
 - Simon Says (CARD 5)
 2. **Go Fitness (12 min)**
 - Limber Limbs - Stretching Activities (CARD 164)
 3. **Go Activity (15 min)**
 - **Exercising your name:** Have all students stand in a circle, including the teacher. The first student to the right of the teacher says his/her first name, then does an exercise or a stretch. The next student must say the first persons name, do that persons exercise, then say his/her own name and do his/her own exercise. The third person must say both of the first two persons names, do their exercises then his/her own etc. Then the last person is the teacher who must go around the circle, starting with the first person, and say each student's name plus do their exercise.
 4. **Cool-down (5 min)**

Use the 4 x 8 graphic organizer:

- **Write** these categories in the left column: long, short, low, high, loud, soft, rough, smooth.
- **Invite children** to tell sounds that fit some of the categories named above as you write them into the chart.
 - examples: long: a freight train going by
 - short: a bicycle horn or bell
 - low: a cow moo
 - high: a microwave beep
 - loud: a nearby thunder clap
 - soft: a cricket chirp
 - rough: a bull frog croak
 - smooth: someone whistling
- **Explain** that songs often use sounds that repeat in steady, rhythmic ways.
 - To demonstrate, have students clap a steady beat and as they continue, tap a rhythm on a desk.
- **Challenge children to brainstorm** ways that everyday sounds, such as rainfall, traffic, or a train going by, could be like a song.
 - Sounds that are steady and continuous can have a beat or rhythm, like a song.
- **Invite volunteers** to share their own examples of sounds that are repeated and have a kind of rhythm.

6. TEACHER TO

TEACHER | Teaching Tip

Standards National:

MU.Cr3.2.1a

- To illustrate the idea of everyday sounds as music:
- **Invite the class** to create a song using sounds from the world.
 - **Divide** the class into four groups.
 - **Ask** each group to choose an everyday sound, such as an animal sound (a dog



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.

Objective/Procedures:
(10 min)

- Introductions
- Classroom rules/expectations
- Discuss:
 - Organizing Signals, Transition Signals, Activity Breaks
 - Warm Up, Activities, Cool Down
 - Heart Rate Instruction
 - Muscles/Bones Instruction it time

Lesson / Instruction

1. Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

At the Neck:

- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of it's own. Do not press too hard

- Simon Says (CARD 5)

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

Lesson 1: Step into the Spotlight

Standards

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

MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.

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

MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Concept:

- Focus

Objectives:

- Learn that music is all around them and that they can be a part of the music.

Lesson / Instruction

GOAL: Introduce the feature, in the Spotlight

1. LISTEN | Step into the Spotlight Standards

National: MU.Cn11.0.3a

bark), a nature sound (thunder), or an everyday sound (a phone ring).

- **Give groups some time to practice** making their sound as a group.
- **Tell groups** to make their sound when you point to them.
 - Establish a steady beat in time by tapping your foot.

11. LINKS | Science

Standards National:

MU.Cn11.0.1a

Sound Waves:

- **Show** children how to construct and use a paper-cup telephone.
- **Ask** them to provide a scientific explanation of how the telephone works.
- **Help them** out by having two children hold the two cups with the string stretched straight.
- **Ask one child** to pluck the string.
 - **Observe** the wave that forms in the string.
 - **Explain** that sound travels in waves.
 - **Challenge** children to hold the cups absolutely still and to speak so loudly they can see the string quiver.
 - **Encourage** children to draw diagrams to demonstrate that they understand the science.

PE - Kinder 1:00pm - 1:45pm

Lesson / Instruction

Not here in the afternoon this week

Recess 1:45pm - 2:00pm

PE - 2 2:00pm - 2:45pm

Welcome Back to School

Standards



on the artery, as it may alter the heart rate.

- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's' heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

2. Discuss what we will be doing for the year.
3. Game of Dodge Ball

Break 2:30pm - 2:45pm

Music - 6 (Mon & Wed Group) 2:45pm - 3:30pm

Lesson 1: "Step into the Spotlight."

Standards

MU:Pr4.2.6c Identify how cultural and historical context inform performances.

MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.

MU:Re7.1.6a Select or choose music to listen to and explain

- Ask** students to name places where they can hear music. (*home, school, automobile*) Point out that music is everywhere in the sounds they hear.
- Tell** students that they will learn a song about being a part of that music.

2. IN THE SPOTLIGHT | SOU1L1: Lesson 1

- Read** the introduction
- Invite** a volunteer to read the introduction in the student text aloud
- Listen** to "Step into the Spotlight."

4. REACHING ALL LEARNERS | English Language Learners

Standards National:

MU.Cn11.0.3a

- Ask** students to read the title of the song "Step into the Spotlight."
- Illustrate** how the word *spotlight* is made up of two words, *spot*, and *light*.
- With movement, show** the action of taking a step into the spotlight, that is to take an active part in singing and enjoying music in America today.
- Explain** that *music in the air* does not refer to music on the radio, but rather music all around us.
 - To illustrate this idea, invite students to make music with found instruments, for example by using boxes for drums.

5. SING | Step into the Spotlight Standards

National:

MU.Pr6.1.3aMU.Re7.1.3a

- Sing** with the audio of "Step into the Spotlight."
- Identify** words in the lyrics that describe where music can be found and how they can be a part of the music. (*ev'rywhere, in the air, From the city to the farm and field, to the rushing river free,*

2.PE.1 Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.

2.PE.6 Describe physical activities outside health enhancement class.

2.PE.7 Actively engage in health enhancement class in response to instruction and practice.

2.PE.8 Identify physical activities which contribute to developing strength and fitness.

2.PE.9 Describe warm-up and cool-down activities related to vigorous physical activity.

2.PE.10 Practice skills with minimal teacher prompting.

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

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

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

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

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



the connections to specific interests or experiences for a specific purpose.

MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

MU:Cn11.0.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Objectives:
- Introduce songs dedicated to America.
 - Introduce Ukulele

Lesson / Instruction

GOAL: Introduce the feature: "Step into the Spotlight."

1. DISCUSS | Step into the Spotlight Standards National: MU.Re8.1.6a

- Discuss the song title "Step into the Spotlight" with students and how it connects with the theme of this section. Explain that they will be exploring songs in a variety of musical styles that have contributed to America's history and culture.
- Ask a volunteer to read aloud the text, then ask the class to discuss its meaning.

2. READ - IN THE SPOTLIGHT | SOUOL1: Lesson 1 Interactive:

in you and me; step outside your doorway, sing out strong)

6. MUSIC SKILLS | Play Standards National: MU.Pr4.2.3b

- Ask students to stand and march in place to the beat of "Step into the Spotlight."
- Ask them to think of other movements they could do to keep a steady beat. (*clap, sway, snap their fingers*)
- Play the song again and have students clap to the beat.

7. VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers)

- Ask class other ways to play a steady beat (such as unpitched percussion)

8. MOVEMENT | Patterned Movement Standards National: MU.Re7.2.3a

Students develop simple movements to accompany refrain of "Step into the Spotlight."

- Play the recording and have them stand in a circle as they put a
 - Wave your arm in a motion to "come along" for the phrase *come on*.
 - Raise hands upward as they sing "*shine, shine, shine*"
 - Motion outward for the phrases "*our music and our song* and *ev'ryone*"
 - Take a small jump or step while singing "*step into the spotlight*"

9. LINK | Art Standards National: MU.Cn11.0.3a

Materials Needed: Magazines, colored pencils, and white paper

Self-portraits Review the message of "In the Spotlight"—there is music everywhere and everyone can be a part of the music.

- Ask students to draw self-portraits of

and physical activities.

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

Objective/Procedures:

- (10 min)
- Introductions
 - Classroom rules/expectations
 - Discuss:
 - Organizing Signals, Transition Signals, Activity Breaks
 - Warm Up, Activities, Cool Down
 - Heart Rate Instruction
 - Muscles/Bones Instruction it time

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

- 1. At the Neck:**
- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of it's own. Do not press too hard on the artery, as it may alter the heart rate.
 - On signal "GO!" count the number of beats



- Read about the light that is you.

3. LISTEN | Step into the Spotlight Standards
National: MU.Re7.1.6a
Have students:

- Listen to "Step into the Spotlight," following the lyrics.
- Discuss their interpretations of the message of the lyrics.
- Discuss how the lyrics tie in with the opening text.

4. iSONG | Step into the Spotlight
Interactive:

- Listen to "Step into the Spotlight." Discuss the message of the song "Step into the Spotlight."

5. REACHING ALL LEARNERS | English Language Learners Standards
National: MU.Cn11.0.6a

- Ask students to read the title "Step into the Spotlight."
- Explain that in everyday speech this means to make yourself visible and not necessarily to go on stage.
- Explain that the lyric about *music in the air* does not refer to actual music, but rather to the "music" of the everyday sounds around us.

6. SING | Step into the Spotlight Standards
National: MU.Pr6.1.6a
Interactive:

- Have students sing "Step into the Spotlight" as they listen to it again.

7. LINK | Art Standards
National: MU.5-8.8a
Landscapes:

- Read through the lyrics for "Step into the Spotlight" with the class.

themselves doing something musical, either singing or playing an instrument.

- **Cut out** pictures from old magazines that show different settings or landscapes and superimpose their self-portraits over them.
- **Create** a bulletin board showing that music is, indeed, everywhere and in everyone.

10. WRAP UP Standards
National: MU.Cn11.0.3a

- **Remind** students that music is in every one of them.
- **Invite** them to sing the song again, paying attention to the meaning of the lyrics. (Use recorded piece)

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

Concept:

- Music and Culture

Objectives:

- Learn how one song can appeal to all people in America.

National: MU.Cn11.0.4a
MU.Pr4.2.4a
MU.Pr6.1.4a

Lesson / Instruction

Lesson 1: Step into the Spotlight
GOAL: Introduce the feature, In the Spotlight.

1. DESCRIBE | Lyrics
Standards National: MU.Cn11.0.4a

- Discuss and describe how a certain song can be important to many people.
- Tell students that they are going to learn a song that appeals to all Americans, in all parts of the country.

2. IN THE SPOTLIGHT | SOUL1: Lesson 1
Ask students to volunteer to read aloud the paragraph in the student text.

- Have students:
 - **Listen to** "Step into the Spotlight."

you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.

- **Now find a partner. Practice taking each other's' heart rates. Find a new partner and repeat**
- **Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.**

- 1. Warm-up (5 min)**
 - Simon Says
- 2. Go Fitness (12 min)**
 - Limber Limbs
- 3. Go Activity (15 min)**
 - Exercising your name (*see notes below*)

Have all students stand in a circle, including the teacher. The first student to the right of the teacher says his/ her first name, then does an exercise or a stretch. The next student must say the first persons name, do that persons exercise, then say his/her own name and do his/her own exercise. The third person must say both of the first two persons names, do their exercises then his/her own etc. Then the last person is the teacher who must go around the circle, starting with the first person, and say each student's name plus do their exercise.

- 4. Cool-down (5 min)**
 - Simon Says

Music - 6 (Mon and Wed Group) 2:45pm - 3:30pm

Lesson / Instruction
Help in another classroom



- Discuss the idea of music being everywhere.
- Invite students to name some sounds that might be considered music. (*birds singing, river water rushing, other nature sounds and city sounds such as cars driving*)

8. MUSIC SKILLS | Play Standards

National: MU.5-8.2a

- Explain to students that learning to feel a steady beat on their own is one of the first steps to learning music.
- Play the recording of “Step into the Spotlight” and model clapping to the steady beat. Invite students to join you.
- Challenge students to continue clapping at the same tempo as you lower the volume until the song can no longer be heard.
- Allow them to continue clapping for a few moments and then turn the volume back up. Ask students to describe how well they kept time.

9. LINK | Science Standards

National: MU.Cn11.0.6a

Discuss Birdsongs:

Students may name the sounds of birds as an example of music in the world. Tell them about the mockingbird's unique ability to imitate the songs of other birds. In fact, the mockingbird can make the sounds of more than three dozen other birds. It can also imitate bells, sirens, and other animals. Mockingbirds will sing for over an hour without pausing, and they are known to sing at night, as well. These birds

- **Discuss what is meant by the lyrics:** You can hear music in the air! and there's music in you and me! (Music is all around us, even in nature and "everyday" sounds. Everyone can feel connected through music.) (Use Song Anthology p. 230 to see the complete song.)

3. iSONG | Step into the

Spotlight

- **Listen to** “Step into the Spotlight” and discuss the lyrics.

4. SING | Step Into the

Spotlight Standards

National: MU.Pr6.1.4a

Ask students to:

- **Sing** along with the recording.
- **Describe why** this song could appeal to people living all over America—not just in one region. (The lyrics do not focus on just one group of people or area of the country.)
- **Suggest ways** in which they could sing the song to show its appeal to all people. (sing clearly; smile; use correct phrasing)

6. MUSIC SKILLS |

Rhythm Standards

National: MU.Pr4.2.4a

Rhythm:

- **Explain to students** that learning to feel a steady beat on their own is important to their musical development.
- **Play “Step into the Spotlight”** as students clap the steady beat.
- **Then pause the music**, instructing students to continue clapping at the same tempo. Resume playing the music. Ask students to evaluate how well they kept time.

7. REACHING ALL

LEARNERS | English

Language Learners



contribute great variety to music in the air.

10. WRAP UP Standards

National: MU.Pr4.2.6c

- Ask students to think of other songs that pertain to America's history and culture (these songs can be from any genre or historical period). Encourage them to compare and discuss these songs as they relate to the history and culture of America.
- Invite the class to sing "Step into the Spotlight" without the recording. (Use the Song Anthology p. 266.)

11. Assign Cubbies

Standards National:

MU.Cn11.0.4a

- **Ask students to read** the title of the song "Step into the Spotlight."
- **Show** that the last word is made up of spot and light.
- **Explain** that the title means to take an active part in singing and not just to listen to the music.
- **Explain** that the meaning of the lyrics music in the air does not refer to music on the radio but rather to music all around us—the sounds that we hear every day.

8. MOVEMENT |

Choreography Standards

National: MU.Pr4.2.4a

"Step into the Spotlight"

- **Formation: Statues** in circle or self-space
- **Introduction:** Statues melt from arms extended to arms by side (16 beats).
- **Verse:** Sway right, then left on half note pulse (16 beats). Step right, together, right, together (Beats 1–8); turn in place over right shoulder while right arm sweeps around high (8 beats). Hold 4 beats, then reverse to left.
- **Refrain:** Step forward on right foot on pickup to Refrain; step in place with left foot on Beat 1 (on the lyric step); clap on Beat 2; sway right, left, right with clap/snap on Beats 4, 6, and 8. Step back on right foot to repeat (8 beats). Jazz hands stretch high, to shoulders, then down on shine, shine, shine; sway right, left, right, left. Repeat movement used for first 16 beats. On shine! (half note), jazz hands are shoulder level (8 beats); turn in place to right while shaking hands (8 beats).



- **Repeat Verse/Refrain/Refrain.** End in statues.

9. WRAP UP Standards

National: MU.Pr4.2.4a

Divide into two groups with one group singing the first verse and the other the second verse of "Step into the Spotlight." Then everyone can sing the refrain together.

1. Divide the class into two groups.
2. Have one group sing the first verse and the other group sing the second verse.
3. Ask both groups to sing the refrain together.