




Monday 10/30/2023	Tuesday 10/31/2023	Wednesday 11/01/2023	Thursday 11/02/2023	Friday 11/03/2023
<p>Breakfast Duty 8:00am - 8:30am</p>	<p>Breakfast Duty 8:00am - 8:30am</p>	<p>Breakfast Duty 8:00am - 8:30am</p>	<p>Breakfast Duty 8:00am - 8:30am</p>	 <p>End of 1st Quarter</p>
<p>Band/Choir - 7 & 8 (Woodwinds) 8:35am - 9:30am</p>	<p>Band/Choir - 7 & 8 (Brass/Other) 8:35am - 9:30am</p>	<p>Band/Choir - 7 & 8 (Woodwinds) 8:35am - 9:30am</p>	<p>Band/Choir - 7 & 8 (Brass/Other) 8:35am - 9:30am</p>	<p>Breakfast Duty 8:00am - 8:30am</p>
<p>Have Students Concentrate on Learning Music for the Concert this Week</p>	<p>Have Students Concentrate on Learning Music for the Concert this Week</p>	<p>Have Students Concentrate on Learning Music for the Concert this Week</p>	<p>Have Students Concentrate on Learning Music for the Concert this Week</p>	<p>Band/Choir - 7 & 8 (Brass/Other) 8:35am - 9:30am</p>
<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected</p>	<p>Have Students Concentrate on Learning Music for the Concert this Week</p> <p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p>



criteria such as appropriate application of elements of music including style, form, and use of sound sources.

MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

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

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

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

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

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify

criteria such as appropriate application of elements of music including style, form, and use of sound sources.

MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

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

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

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

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

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify

criteria such as appropriate application of elements of music including style, form, and use of sound sources.

MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

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

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

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

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

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify

criteria such as appropriate application of elements of music including style, form, and use of sound sources.

MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

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

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

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

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

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify

MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

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

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

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

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

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a



expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.7a Perform the music with technical accuracy



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

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

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

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal

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

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

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

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal

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

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

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

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal

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

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

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

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal

and stylistic expression to convey the creator's intent.

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

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

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

MU:Cr2.1.8b Use standard and/or iconic notation and/or



rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/ style, and phrasing).

MU:Pr5.1.8a 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.

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in

rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/ style, and phrasing).

MU:Pr5.1.8a 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.

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in

rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/ style, and phrasing).

MU:Pr5.1.8a 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.

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in

rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/ style, and phrasing).

MU:Pr5.1.8a 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.

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in

audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/ style, and phrasing).

MU:Pr5.1.8a 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.

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression,



music to convey the creator's intent.

MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

Objectives:

- Students will work on perfecting their part in the music ensemble and/or their own individual performance pieces for the winter concert.

Lesson / Instruction

Students will spend the next several weeks concentrating on playing and perfecting their part in the instrumental piece, individual pieces, and singing pieces they have selected for the winter concert.

music to convey the creator's intent.

MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

Objectives:

- Students will work on perfecting their part in the music ensemble and/or their own individual performance pieces for the winter concert.

Lesson / Instruction

Students will spend the next several weeks concentrating on playing and perfecting their part in the instrumental piece, individual pieces, and singing pieces they have selected for the winter concert.

music to convey the creator's intent.

MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

Objectives:

- Students will work on perfecting their part in the music ensemble and/or their own individual performance pieces for the winter concert.

Lesson / Instruction

Students will spend the next several weeks concentrating on playing and perfecting their part in the instrumental piece, individual pieces, and singing pieces they have selected for the winter concert.

music to convey the creator's intent.

MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

Objectives:

- Students will work on perfecting their part in the music ensemble and/or their own individual performance pieces for the winter concert.

Lesson / Instruction

Students will spend the next several weeks concentrating on playing and perfecting their part in the instrumental piece, individual pieces, and singing pieces they have selected for the winter concert.

and culturally authentic practices in music to convey the creator's intent.

MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

Objectives:

- Students will work on perfecting their part in the music ensemble and/or their own individual performance pieces for the winter concert.

Lesson / Instruction

Students will spend the next several weeks concentrating on playing and perfecting their part in the instrumental piece, individual pieces, and singing pieces they have selected for the winter concert.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Making Friends Lesson 1: Songs Have a Variety of Sounds (continuation of unfinished lesson from last week)

Standards

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

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Jump Rope Activities

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.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Section 1: Spotlight on Concepts | Unit 1: Music Moves Me | Unit Assessment: Spotlight Your Success!

Standards

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

MU:Pr4.1.Ka With guidance, demonstrate and

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Jump Rope Activities

Standards

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

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

Band/Choir - 7 & 8 (Woodwinds) 8:35am - 9:30am

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Section 1: Unit 1 - Lesson 5: Louder and Softer

Standards

MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines,



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

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

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

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

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

Objectives:

- Children will describe instrumental and vocal tone colors.

Lesson / Instruction

TEACHER TO TEACHER
| Teaching Tips

Ways to Lead Patting the Beat Find different ways to help children keep the beat, such as nodding their heads, shrugging shoulders, wiggling hips, bouncing on toes, shifting weight from side to side, bending and straightening, twisting, tapping a partner on the shoulder, moving arms and legs—first on one side, then the other.

LISTEN | Wee Willie Winkie

iSONG | Wee Willie Winkie: **Interactive**

2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

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

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3g Practice sensory integration.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4b Demonstrate increased ability to self-soothe and fall asleep.

state personal interest in varied musical selections.

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

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

Objectives:

- Unit 1 Objectives (Assessment)

Lesson / Instruction

UNIT REVIEW

iSONG | Walk to School: **Interactive**

- **Remind children** that in this unit they have learned about steady beat and faster and slower music.
 - They have moved in place and moved through space with a steady beat.
 - They have sung and listened for faster and slower tempos.

Have children walk to the beat at different tempos while listening to "Walk to School."

- **Use: Teacher Assessment: Resource Master 1•9, p. 14: Document**

ASSESSMENT

Written Test

- **Use: Spotlight Your Success!: Resource**

1.PE.3 Move in self-space.

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

1.PE.6 Discuss the benefits of being active and exercising or playing.

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 related to vigorous physical activity.

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

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

varied contexts, and daily life.

MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Objectives:

- Recognize dynamic levels based on the content of a poem.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L5: Louder and Softer: Interactive

- Give children an overview of the lesson using this slide.

LISTEN | Sleep, Bonnie Bairnie

iSONG | Sleep, Bonnie Bairnie: **Interactive**

- Review the iSong for "Sleep, Bonnie Bairnie."

DESCRIBE | Mood of Sleep, Bonnie Bairnie

ACTIVITY | S1U1L4: Sleep, Bonnie Bairnie: Interactive

Have students:

- **Describe the mood** of the song.
 - Is it loud or soft?
 - Is it smooth or bouncy?
- **Ask/Suggest** ways their singing can show



Invite children to:

- Listen to "Wee Willie Winkie."
- Talk about the voices heard. (speaking and singing voices)
Echo-speak the rhyme, one line at a time, patting to the beat.
- Sing the song **Song Anthology, p. 74, and Piano Accompaniments, p. 93.**

LINKS | Reading

ACTIVITY | S1U2L7: Wee Willie Winkie Words: Interactive

Reading: My First Words

Use the slide to help children explore letter shapes in words from "Wee Willie Winkie."

Invite children to:

- **Click** on each picture tile to reveal the corresponding word. (run, town, lock, bed)
- **Trace** the shape of each letter in the word with their finger.

SING | Wee Willie Winkie

Wee Willie Winkie (Stereo Mix): Audio

Have children:

- **Sing** the song "Wee Willie Winkie."
- **Clap** at the end of each musical phrase.

MOVEMENT | Wee Willie Winkie Game

Have children:

- **Work in five groups or "towns."**
- **Say the first two lines** as one child from each group carefully walks through the "town."
- **Say the third line** as the child stops in front of another child, and then calls, "Are the children in their beds, for it's eight o'clock."
- **The second child then becomes Wee Willie Winkie** and the game continues.
- **Continue playing** the game until each child has had a turn.

PLAY | Wee Willie Winkie

ACTIVITY | S1U2L7: Play with Willie Winkie! Interactive

Provide children with a basket of assorted instruments (triangle, wood block, hand drum, finger cymbals, sand blocks, claves). Display the slide.

Invite children to:

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

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

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

2.6f Participate in physically active games with peers.

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

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

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

2.7c Respond to warnings and redirection for unsafe

Master 1•8, p. 13: Document and UNIT REVIEW | S1U1L9:

- **Read each question aloud** while showing the possible answers to the class.
- **Read the questions again** and have each child mark correct answer on their written assessment

READ AND LISTEN

UNIT REVIEW | S1U1L9:

Read and Listen: Interactive

- **Guide children to look** at any visual representations shown.
- **Have children close their eyes** to identify the steady beat by patting the answers to Questions 1 and 2.
- **Ask for volunteers** to answer the second part of Question 2.
 1. Check for patting with a steady beat.
 2. Check for patting with a beat that shows tempo changes.
 3. Check for pointing with a shoe for each beat.)

THINK!

UNIT REVIEW | S1U1L9:

Think! Interactive (2 slides)

- **Read aloud** each of the questions below.
- **Encourage children to answer** the questions thoughtfully, **using complete sentences.**
- **Accept all answers, encouraging children to use musical terms such as steady beat, faster and slower**

Note: Click on answer line for text box to type answers as children speak
Click next line to open a new text box

PRACTICE CHRISTMAS SONGS

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

Practice Recorders!

Standards

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

component of good health.

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

1.PE.19 Describe positive results gained from participating in physical activities with others.

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope

2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: Cones, music

1. Bendables (Card 166)

Go Activity: Jump Rope

Activities (25 min)

Materials: Jump ropes

(stand on rope with handles reaching armpits)

1. Stationary Rope (Card 271-272)

Materials: 1 long rope per 3 students,

MUSIC

2. Long Rope Jumping (Card 273)

Materials: 1 long rope per 3 students, *Jump*

this mood. (smooth, soft)

- **Tell children** they are going to learn when to sing louder or softer (to better express the mood of a song).

LISTEN / MOVE | Louder and Softer with March

ACTIVITY | S1U1L5:

Softer and Louder:

Interactive

- **Show slide and explain** that p = Italian = piano = softer and f = Italian word forte = louder, when we talk about music.
- **Discuss the pictures** and why each represents either loud or soft.

March from Children's Games (Bizet): Audio

- **Ask children to listen** carefully to "March" to hear if the music gets louder or softer. (It begins softly and has some surprising loud parts.)
- **Invite children to try out movements** that they can do with the steady beat.
 - Movements should reflect whether music is loud or soft. Eg, might begin w/ gentle march or walk, then add bigger movements like stomping or swinging arms for the louder sounds.

- **Give the class time** to practice their movements before trying them out with "March."

- **Listen and raise a hand** when the music gets louder.
- **Point to the symbol on the slide** that shows what you hear.
- **Move in new ways** to show louder and softer.

iLISTENING MAP | March from Children's Games: Interactive

- **Show the interactive listening map** and ask volunteers to find the symbols for softer and louder on the pathway.
- **Play the animation** and have children follow along, raising a hand when the music gets louder.
- **Using the Audio Only button**, challenge children to identify when the music is loud and when it is soft, using appropriate hand gestures



- **Discuss** what the pictures on the right illustrate (each line of the song/rhyme)
- **Name** the instruments on the left. (left column: triangle, wood block, hand drum; right column: finger cymbals, sand blocks, claves)
- **Allow children to explore** the sound of the instruments.
 - (Optional: You might want to use the virtual Percussion Instruments or the Glossary of Instruments in Resources.)
- **Decide as a class** what instrument should be used to play at the end of each line as volunteers drag the instruments to the corresponding picture. (Answers will vary.)
- **Sing the song**, playing the selected instruments.
- **Talk about** the different sounds of the instruments.

HISTORY AND CULTURE
| Wee Willie Winkie

The rhyme was written by William Miller (1810–1872), “the Laureate of the Nursery.” Published in 1841, it is the first of five verses in a poem said to be about King William IV of England. It has long been a favorite of children and adults alike.

TEACHER TO TEACHER
| Decision Making

Decision Making As you assess decision making, note what motivates children’s choices: Peer/ teacher imitation? Object color/shape/sound? Associations with objects?

Observe how children make decisions about tone color.

PROGRESS
CHECKPOINT

Informal Assessment
Ask children to identify the voice of a child or an instrument while you play it out of their sight. Observe whether children say “voice” or the correct instrument name.

behaviors an situations, although not consistently.

2.7d Recognize rules and follow basic safety instructions.

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

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

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

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

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope

2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

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

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

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

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

Rope Task Cards (282-294)

Glossy of Terms:

Walk and

Jump: Turn

rope while

walking

forward

Double

Bounce:

Jump with

both feet twice

for each rope

turn

Single

Bounce:

Jump with

both feet once

for every rope

turn

Straddle:

Jump and

land with feet

apart or

together

Skier: Jump

side to side

over a line

Hop: Jump on

one foot

Rocker: Start

with 1 foot in

front (keep

that foot in

front) and rock

from the front

foot to the

back foot

“X”: Cross

one foot in

front of the

other and

jump, uncross

and jump

Backward:

Turn rope

backward and

jump

Bell: Jump

forward and

backward

over a line

Wounded

Duck: Jump

with heels in

and toes out,

then heels out

and toes in

Side-swing:

Swing the

rope to one

side of the

body, then

swing

overhead and

jump

LISTEN / IDENTIFY |
Tone Color in March

- **Listen and name** the instruments as you see them on the right side of the listening map.

IDENTIFY | Louder

iSONG | *Mi cuerpo* (My

Body): **Interactive**

- **Listen** for when the song gets louder.
- **Describe** the louder parts. (Clapping and stamping are louder.)

LOCATOR MAP | *Puerto Rico:* **Interactive**

- **Find** Puerto Rico on the map.

SING | *Mi cuerpo*

- **Listen** to the song and plan to sing some parts loudly and some parts softly.
- **Use clapping and stamping** as loud parts in your plan.
- **Point** to the clapping or stamping picture as you sing.

PERFORM | *Rain*

Rhythms

ACTIVITY | *S1U1L5: Loud and Soft with Rain*

Rhythms: **Interactive**

- **Have children listen** as you read “Rain Rhythms.”
- **Ask children to explore and describe** how this rhyme can be read forte (loudly) and piano (softly).
- **Invite volunteers to read** the rhyme aloud, experimenting with their ideas for piano and forte.

MUSIC SKILLS | *Vocal*
Development

- **Invite children to recite** “Rain Rhythms” with you. (See slide above)
- **Recite** the rhyme once using forte and once using piano
- **Engage** students in a brief discussion regarding which dynamic they think is more appropriate.

ART GALLERY | *Paris*

Street: *Rainy Day*

ART GALLERY | *Paris*

Street; *Rainy Day:*

Interactive

Read:

Gustave Caillebotte

(184-1894)

- Grew up in a rich family in Paris, France, so he painted for fun, not to support himself.
- He was known more as a supporter of the arts



Optional Reteaching

If children have difficulty identifying the sounds accurately, begin by showing two sources and then produce those sounds for children. Then hide the instrument (or child whose voice they will hear) and ask children to identify the sound.

WRAP UP

- **Remind children** that they heard instrumental sounds and vocal sounds that include singing and speaking in this lesson.
- **Tell them** that we recognize the sounds of instruments or voices around us because each one has its own special sound or tone color.

PRACTICE CHRISTMAS MUSIC

Materials / Resources / Technology

Classroom Materials:
Instruments: shakers; basket of assorted rhythm instruments

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

Unit 1: Lesson 6: Loud and Soft in Music (continuing unfinished lesson from last week)

Standards

MU:Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music.

MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2a Demonstrate understanding of expressive

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: Cones, music

1. Bendables (Card 166)

Go Activity: Jump Rope

Activities (25 min)

Materials: Jump ropes (stand on rope with handles reaching armpits)

1. Stationary Rope (Card 271-272)

Materials: 1 long rope per 3 students, MUSIC

2. Long Rope Jumping (Card 273)

Materials: 1 long rope per 3 students, *Jump Rope Task Cards* (282-294)

Glossy of Terms:

Walk and

Jump: Turn rope while walking forward

Double

Bounce: Jump with both feet twice for each rope turn

Single

Bounce: Jump with both feet once for every rope turn

Straddle:

Jump and land with feet apart or together

Skier: Jump side to side over a line

Hop: Jump on one foot

Rocker: Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot

"X": Cross one foot in front of the other and jump, uncross and jump

individually or in collaboration with others.

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:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

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

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

Criss-Cross

Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again

Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

Section 1:Unit 1 Lesson 5: Different Sounds, Same Voice

Standards

MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

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

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

than a painter while he lived.

- His hobbies included collecting stamps, growing orchids, building yachts, and designing textiles.
- His stamp collection is in the British Museum!
- A painter of the School of Realism, he was influenced by Impressionism and the new art of photography.
 - [Paris Street; Rainy Day shows a real street corner in north Paris.](#)

LISTEN | Noises

POETRY | S1U1L5:

Noises: Interactive

- **Plan a way** to read the poem using loud and soft.
 - **Say** the first half of the poem forte, when it describes loud activities
 - **Say** the second half piano, when it describes quiet activities

WRAP UP

- **Have children** walk as you re-read the poem, making their steps a little larger when your voice gets louder.

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

Jump Rope Activities

Standards

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

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

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

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

K.PE.8 Practice warm-up and cool-



qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.

Objectives:

- Perform a poem following piano and forte indications.

Lesson / Instruction

LINKS | Language Arts

The Tooth Fairy Folktale

- The tooth fairy is **not just part of American folklore**.
- In Japan**, if a child loses a lower baby tooth, it is thrown onto the roof so the new healthy tooth will grow upward.
 - An upper tooth is thrown underneath the house so a new healthy tooth will grow downward.
- Like American children, Mexican children** put their baby teeth under their pillows, but a mouse, not a fairy, takes it and leaves behind money in the night.
- In France** the tooth fairy leaves a present instead of money, and in Italy children simply keep their baby teeth as keepsakes.

PLAY | Instruments

iSONG | Loose Tooth: **Interactive**

Backward:
Turn rope backward and jump

Bell: *Jump forward and backward over a line*

Wounded Duck: *Jump with heels in and toes out, then heels out and toes in*

Side-swing: *Swing the rope to one side of the body, then swing overhead and jump*

Criss-Cross Arms: *Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again*

Double Under: *With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)*

Cool-down: (5 min)
1. Simon Says (Card 5)

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

FRISBEE UNIT

Standards

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

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

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

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.

Objectives:

- Work intensively on recorder music for Winter Concert for next few periods together closer to ready
- Work on other songs for the concert
- Work on props for the concert

Lesson / Instruction

For the next few weeks focus on getting ready for the concert as we are not close to ready yet.

- Work intensively on recorder music for Winter Concert (need to particularly work on paying together)
- Work on other songs for the concert
- Begin work on props for the concert

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

FRISBEE UNIT

Standards

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

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

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

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

Objectives:

- Signal to identify speaking or whispering.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L5: Different Sounds, Same Voice: Interactive

- Tap** the head of a drum while students walk in a circle.
- Have students freeze** when you change to tapping the rim.
- Alternate** between head and rim while students walk and freeze.
- Tell students** they will explore how their voices can make different sounds.

Develop

EXPLORE: Use the voice in four ways

ANALYZE | Voice Control

ACTIVITY | S1U1L5: Using Your Voice: Interactive

- Have students read** about four ways to use the voice.
- Discuss** that shouting or calling is loud but controlled, so that sound carries over distance.
- Stress** the need for control; uncontrolled yelling can damage vocal cords. (Students may think about shouting rather than doing it out loud.)
- Guide students** to touch hands gently to their throats to feel changes in vibration.
- Have them speak, sing, call, and whisper** their names and compare what they felt for each.

LISTEN | Egy üveg alma

LOCATOR MAP |

Hungary: Interactive

- Tell students** they will learn a counting song from Hungary.

Egy üveg alma (Stereo

Mix): Audio

- Have students listen** to "Egy üveg alma" and determine that the performers were singing.
- Guide students to categorize** the voices

down activities relative to vigorous physical activity.

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

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

K.PE.11 Follow instruction and direction when prompted.

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

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

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

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

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

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

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing,



- Have students say the poem together, following the dynamic markings, and clap the rhythm as they go.
- **Hand out index cards** and have students practice writing the forte and piano dynamic symbols.
- **Assess** each student's ability to write the symbols correctly.

MUSIC SKILLS | Rhythm
Students can learn a great deal about music through setting words to rhythm.

- **Discuss** how the words to the poem "Loose Tooth" are set to rhythm.
- **Point out** to students how the words we tend to speak quickly are "short notes" (1/8 notes) and the words we tend to speak more slowly are written as "long notes" (1/4 or 1/2).
- **Encourage** students to bring or recite other poems they know that can also be set to rhythm.
- **Have volunteers write** the poems on the board
 - **Have class discuss** how the words in poem can be set to rhythms *students know*

PROGRESS CHECKPOINT
Informal Assessment

- **Ask students to perform** a musical version of "Loose Tooth." I
- Instead of saying poem
 - *Invite some students to play the rhythm* of the poem on **rhythm sticks**
 - *Others play the five instruments on the key words, as before (see instruments for each word)*
- **Check that all students follow the indicated dynamics**

Student Text: Perform the rhythm of "Loose Tooth" following the forte and piano dynamics.

Optional Reteaching

- **Have students review the dynamic markings** in the poem and write the markings

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

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

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

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

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

Objective:

- Increase cardiovascular efficiency

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps
- Meet in the Center Circle

Warm-up (5 min)

- Mingle, Mingle (Card 6)

Go Fitness/ Cardiovascular Activity (12 min)

- Home Zone Tag (Card 29)

Go Activity (15 min)

- Flying Disk (Card 425):
 - Review: (2-4 mins.)
 - Throwing
 - Backhand Throw
 - Forehand Throw
 - Curving the Flying Disk
 - Catching
 - Alligator Catch
 - Thumbs Down Catch
 - Thumbs Up Catch
 - Safety

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

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

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

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

Objective:

- Increase cardiovascular efficiency

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps
- Meet in the Center Circle

Warm-up (5 min)

- Mingle, Mingle (Card 6)

Go Fitness/ Cardiovascular Activity (12 min)

- Home Zone Tag (Card 29)

Go Activity (15 min)

- Flying Disk (Card 425):
 - Review: (2-4 mins.)
 - Throwing
 - Backhand Throw
 - Forehand Throw
 - Curving the Flying Disk
 - Catching
 - Alligator Catch
 - Thumbs Down Catch
 - Thumbs Up Catch
 - Safety
 - "Throw to, not at others"
 - "Look before they throw"
 - "Follow start and

they heard as being those of children.

iPRONUNCIATION | Egy üveg alma (One Jar of Apples): Interactive

- **Have students learn** the Hungarian words.

ACTIVITY | S1U1L5: Hungarian Numbers: Interactive

- **Have students use the chart** to speak and whisper the numbers in two languages.

SING | Egy üveg alma iSONG | Egy üveg alma (One Jar of Apples): Interactive

- **Tell students** that each person's singing voice can sound different.
- **Invite them to sing** "Egy üveg alma," listening carefully to each other to blend their sound and dynamics.

DESCRIBE | Speak and Whisper

ART GALLERY | Apples in a Hat: Interactive

- **Read about** "Apples in a Hat" by Levi Wells Prentice.

PERFORM | Apple Tree

ACTIVITY | S1U1L5: "Apple Tree" Rhythm: Interactive

- **Have pairs of students plan a performance** of "Apple Tree," choosing where they will use some or all of the three voices.
- **Invite pairs to perform for the class**, then ask them to explain some of their choices.

Perform "Apple Tree" using the rhythm shown on the slide. How does this change the way you speak the poem?

- **Think about** the words for which you might use your speaking, whispering, or singing voice.
 - You could whisper apple tree the second time you say it.
 - Then it would sound like an echo.
- **Practice** how you would like to perform this poem for the class with a partner.

WRAP UP

- **Have students explain** how they categorized voices they heard, and **describe** how they

stretching, turning, curling)

- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope

2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)
Materials: Cones, music

1. **Fast Walk (Card 6)**
Go Fitness: Limber Limbs: Stretching Activities (10 min)
Materials: Cones, music
1. **Bendables (Card 166)**
Go Activity: Jump Rope Activities (25 min)
Materials: Jump ropes (stand on rope with handles reaching armpits)

1. **Stationary Rope (Card 271-272)**
Materials: 1 long rope per 3 students, MUSIC
2. **Long Rope Jumping (Card 273)**
Materials: 1 long rope per 3 students, Jump Rope Task Cards (282-294)
Glossy of Terms:
Walk and Jump: Turn rope while walking forward
Double Bounce: Jump with both feet twice for each rope turn
Single Bounce: Jump with both feet once for every rope turn



and their meanings on the board.

- **Ask them** to say each word at the dynamic level its definition calls for. (Say forte loudly and piano softly.)

Student Text: Write the forte and piano dynamic symbols on the board. Say the word "forte" loudly and the word "piano" softly.

WRAP UP

- Have students review the term and abbreviation in music for each forte and piano (*f* and *p*)
- Have them read the *f* and *p* dynamic markings in the Song Anthology, pp. 16-17.
- Evaluate students as they sing "Baby Beluga" using the loud and soft or forte and piano dynamics marked.
- Assess how students listen and move to show the different dynamic levels in the song.

PRACTICE CHRISTMAS SONGS

Materials / Resources / Technology

Classroom Materials
Unpitched instruments: tambourine, triangle, hand drum, woodblock, finger cymbals, rhythm sticks

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

Continue to Practice Recorders (not close to there yet)

Standards

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

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical

- "Throw to, not at others"
- "Look before they throw"
- "Follow start and stop signals"

- **Skill Development Activity (20 mins)**
 - Catching While Moving
 - Throwing Ahead of Their Partner
 - Change Partners Often

Cool-down (5 min)

- **High 5 in the Middle (Card 9)**

Recess 1:45pm - 2:00pm

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

FRISBEE UNIT

Standards

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

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

3.PE.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.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.

stop signals"

- **Skill Development Activity (20 mins)**
 - Catching While Moving
 - Throwing Ahead of Their Partner
 - Change Partners Often

Cool-down (5 min)

- **High 5 in the Middle (Card 9)**

Break 2:30pm - 2:45pm

Music - 6 2:45pm - 3:30pm

Grade 5 | Spotlight on Music
Section 2: Unit 3 Lesson 5: Major Scales (for 6th)

Standards

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

Objectives:

- Read, sing, and play a major scale.

Lesson / Instruction

READ | Da pacem Domine

CONCEPT OVERVIEW | S2U3L5: Major Scales: Interactive

Give students an overview of the lesson using this slide.

ACTIVITY | S2U3L5: Major Scale: Interactive

Have students:

- **Read** and sing the scale, first with pitch syllables, then with letter names.
- **Find** the half steps in the scale. (between mi and fa and between ti and do |)
- **Listen** for the half steps as they sing the scale again.
- **Identify** it as a major scale.
- **Echo-sing** as you sing melodic patterns while pointing to the pitches on the pitch stairs.

iPRONUNCIATION | Da pacem Domine: Interactive

- **Ask students to listen** to the pronunciation for

explored four different ways of using their voices.

Summarize

- **Ask students to show** that they recognize pitches they hear in "Egy üveg alma."
- **Have them take turns singing** the first phrase of the song with the appropriate pitch syllables.
- **Then invite them** to sing the entire song.

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

Section 1: Unit 1 Lesson 4: Melodies Take Shape

Standards

MU:Cn10.0.4a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

Straddle: Jump and land with feet apart or together

Skier: Jump side to side over a line

Hop: Jump on one foot

Rocker: Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot

"X": Cross one foot in front of the other and jump

Backward: Turn rope backward and jump

Bell: Jump forward and backward

Wounded Duck: Jump with heels in and toes out, then heels out and toes in

Side-swing: Swing the rope to one side of the body, then swing overhead and jump

Criss-Cross Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again

Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)



work(s) that meet appropriate criteria.

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

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

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

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

MU:Pr4.2.5a Demonstrate understanding

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

Objective:

- Increase cardiovascular efficiency

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps
- Meet in the Center Circle

Warm-up (5 min)

- **Mingle, Mingle (Card 6)**

Go Fitness/

Cardiovascular Activity (12 min)

- **Home Zone Tag (Card 29)**

Go Activity (15 min)

- **Flying Disk (Card 425):**
 - Review: (2-4 mins.)
 - Throwing
 - Backhand Throw
 - Forehand Throw
 - Curving the Flying Disk
 - Catching
 - Alligator Catch
 - Thumbs Down Catch
 - Thumbs Up Catch
 - Safety
 - "Throw to, not at others"
 - "Look before they throw"
 - "Follow start and stop signals"
 - **Skill Development Activity (20 mins)**
 - Catching While Moving
 - Throwing Ahead of Their Partner
 - Change Partners Often

Cool-down (5 min)

- **High 5 in the Middle (Card 9)**

"Da pacem Domine" to learn the Latin words.

iSONG | Da pacem Domine (Give Us Peace):

Interactive

- **Have students sing** Parts 1 and 2 separately.
- **Then have them sing** "Da pacem Domine" in Latin and English in two parts.

MUSIC SKILLS | Analyze, Notate, Keyboard, Play

ACTIVITY | Staff Paper | Four 5-line Staves: Interactive

Analyze Guide students through reading the words of "Da pacem Domine" and discuss the mood generated by them. Ask students to analyze and discuss the musical elements that contribute to the mood of the song. Elements such as the slow tempo; smooth, largely stepwise melodic contour; gentle rhythm; medium vocal range; and pleasant harmony created by the canon all add to a peaceful expression of the words. Ask students to think of favorite songs in which musical elements contribute to the expression of the words in a clear way.

ACTIVITY | Staff Paper | Four 5-line Staves: Interactive

Notate Have students notate the pitches of Part 1 in order from lowest to highest on the first staff. Guide them to include the treble clef and any accidentals needed. Then have them notate the pitches of Part 2, also in order from lowest to highest, on the second staff. Next, ask them to combine these two sets of pitches into one longer set on the third staff. Finally, have them write the notes of a G-major scale starting on G on the fourth staff. Help them compare the scale to the combined pitch set on the third staff. Point out that the pitch set

MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.

MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.

MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Objectives:

- Read and sing a pentatonic melody using pitch-syllable names do re mi so la.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L4: Melodies Take

Shape: Interactive

- **Give students an overview** of the lesson using this slide.

iSONG | Somos el barco (We Are the Boat):

Interactive

- **Remind students** that one way they have shown the contours of melodies is by moving one hand up and down as they sing.

Cool-down: (5 min)
1. **Simon Says (Card 5)**

Recess 1:45pm - 2:00pm

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

Jump Rope Activities

Standards

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

2.PE.4 Combine locomotor skills in general space to a rhythm or beat.

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.



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:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

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

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.

they notated includes all the notes of a major scale.

VIRTUAL INSTRUMENTS | Keyboards (Organ, Piano, Electric Piano, Harpsichord): **Interactive**

Keyboard Invite students who are learning keyboard skills to play the two parts of "Da pacem Domine" as a duet. They may play on one keyboard or more than one device. Point out that each part has a range of five pitches, so students should use all five fingers and will not need to change hand position. Ensure that each student playing Part 2 positions his or her hand to have the third finger reach F. They might experiment with other tone colors available on the keyboards.

VIRTUAL INSTRUMENT | Dulcimer: **Interactive**

Play Have students play a duet on Virtual Hammered Dulcimers for "Da pacem Domine." All pitches are found in the second column of letters. (The pitches can be played an octave higher using the left column of pitches.) If students know the pitches of the song on recorder, a duet may be played on recorders.

- **Have them sing** "Somos el barco," moving to show the melodic contour.

Develop
PRACTICE: Follow melodic contour.

READ | Melodic Contour

- **Invite students to listen** to "Bu-Vah" while tracing a finger over the melody shown in the **iSONG | Bu-Vah (Sleep): Interactive**

PRONUNCIATION | Bu-Vah

iPRONUNCIATION | Bu-Vah (Sleep): Interactive

- **Have students practice** the Hopi words with the pronunciation for "Bu-Vah."

SING | Bu-Vah

- **Share the meaning** of the Hopi words with students.
- **Read this translation** of "Bu-Vah."

*Sleep, sleep,
sleep
in the middle of
the path sleep
sleep
two little stink
bugs sleep sleep
one carrying the
other sleep sleep
sleep sleep sleep*

- **Have students sing the song**, choosing and using expression appropriate for a lullaby.

LISTEN | Bu-Vah

LISTENING | Bu-Vah: Interactive

- **Have students listen** to a Hopi singer perform "Bu-Vah."

THINK! | S1U1L4:

Lullabies: Interactive

- **Have students discuss** the Think! question.

MUSIC SKILLS | Play

VIRTUAL INSTRUMENTS:

(3) Interactives

- **Have students play** the GGD GGD pattern in "Bu-Vah" on pitched instruments such as keyboard, mallet instruments, or recorder (or Virtual Instruments).

LINKS | Art

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

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

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

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

2.PE.17 Describe the value of "good health balance".

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

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

2.PE.3 Identify games, sports, or dances performed in other cultures.

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces



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.

Objectives:

- Work intensively on recorder music for Winter Concert for next 3 periods to get closer to ready
- Take time to perform the other pieces required for the concert

Break 2:30pm - 2:45pm

Music - 6 2:45pm - 3:30pm

**Grade 5 | Section 2:
Unit 3 Lesson 4:
Sing in Triple Meter
(for Grade 6)**

Standards

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: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:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.

Objectives:

- Practice Ukulele Song
- Practice Other Concert Pieces
- Lesson: Sing in three-four meter.

ACTIVITY | S1U1L4: Learn About Hopi Culture:

Interactive

ART GALLERY | Hopi Plaque: Interactive

Read: Art Gallery: Art Connects to Music

The Hopi are great builders and craftspeople, and art and music play an important part in their daily lives. The design of Hopi objects, both ritual and domestic, is very complex and beautiful. Ceremonial songs are accompanied by ornate rattles and drums, while love songs and lullabies are accompanied by the Hopi flute, which is often ornately carved into the likeness of a bird's head, a horse, or other creature.

PRACTICE: Describe melodies as moving up, down, or by repeated pitches.

READ | Contour of Bu-Vah

- **Explain** that the shape, or contour, of a melody is formed when pitches move up, down, or repeat.
- **Describe** the contour of "Bu-Vah."

EXPLORE: Show contour of melody that includes do re mi so la.

READ | Pitches and Pentatonic Scales

ACTIVITY | S1U1L4: The Pentatonic Scale:

Interactive

- **Invite** students to read about the five pitches and pentatonic scales.
- **Point out** that the notes are on a staff with a treble clef symbol at the beginning of the line. Have students come to the board and trace the symbol with their finger.
- Ask students which line of the staff the circle in the treble clef symbol surrounds. (G)
- **Share** that the symbol is sometimes called the G-clef.

- Correctly turn a short jump rope
- 2nd Grade:**
- Jump a self-turned rope both forward and backward
 - Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)

Go Fitness: Limber

Limbs: Stretching Activities (10 min)

Materials: Cones, music

1. Bendables (Card 166)

Go Activity: Jump Rope Activities (25 min)

Materials: Jump ropes

(stand on rope with handles reaching armpits)

1. Stationary Rope (Card 271-272)

Materials: 1 long rope per 3 students, MUSIC

2. Long Rope Jumping (Card 273)

Materials: 1 long rope per 3 students, Jump Rope Task Cards (282-294)

Glossy of Terms:

Walk and

Jump: Turn rope while walking forward

Double

Bounce:

Jump with both feet twice for each rope turn

Single

Bounce:

Jump with both feet once for every rope turn

Straddle:

Jump and land with feet apart or together

Skier: Jump

side to side

over a line

Hop: Jump on one foot

Rocker: Start

with 1 foot in

front (keep

that foot in



- Cut out and color props for concert

Lesson / Instruction

READ | Streets of Laredo

CONCEPT OVERVIEW |

S2U3L4: Sing in Triple

Meter: Interactive

- Share that the title of this song refers to Laredo, Texas.
- Tell students they will read and sing this well-known cowboy song (which is music representative of Texas.)
- Ask: What does triple meter mean? Explain 3/4 measure
- Ask: Where is the symbol that shows the meter of this song?
- Identify the quarter note upbeat and patterns in the song. (mm. 1, 3, 5, 9, 11, 13) Practice clapping this pattern.
- Recite the first verse in rhythm as you pat to the beat.

ACTIVITY | Conducting

Patterns: Interactive

Have students:

- Review ways they have previously interpreted meter, such as by swaying with the beat, performing a clap-pat-pat pattern, or conducting in three.
- Practice conducting in three. (To use the slide for practice, set Meter = 3 and Te
- mpo = 120.)
- Speak the words of the first verse in rhythm, conducting in meter.

iSONG | Streets of Laredo:

Interactive

- Ask students to summarize what they know about meter and how they can interpret it when performing.
- Have them sing the song with the words.

HISTORY AND CULTURE

| Streets of Laredo

One of the best-known American cowboy songs, "Streets of Laredo" tells a sad story. A mortally wounded cowboy tells how he was shot in the chest, makes plans for his funeral, and admits his remorse over his past life.

CREATE | Melodies

ACTIVITY | S2U3L4:

Notate Melodies:

Interactive

VIRTUAL MALLET

PERCUSSION | Orff Mallet

ACTIVITY | S1U1L4: Pentatonic Scale with Pitch Syllables: Interactive

- Guide students to practice with the pentatonic pitches n C by using the interactive slide.

ACTIVITY | S1U1L4: Pentatonic Pitches: Interactive

- Ask students to name the pitches of each "Li'l Liza Jane" pattern using pitch syllables. (la so mi so; mi mi re do)

HISTORY AND CULTURE

| Pentatonic Scales

VIRTUAL INSTRUMENTS

| Keyboards (Organ, Piano, Electric Piano, Harpsichord): Interactive

Read:

The folk music of many peoples around the world are built on pentatonic scales. These types of tunes can be heard frequently in the traditional music of Africa, Asia, and Europe. Even many rock songs contain pentatonic melodies. There are many ways of combining five notes into a scale. The most common pentatonic scale in Western music can be heard by playing only the black keys on a piano and include the pitches do, re, mi, so, la.

- Play a pentatonic scale using the black keys on the piano.

FINISH LESSON NEXT

CLASS PERIOD

front) and rock from the front foot to the back foot
"X": Cross one foot in front of the other and jump, uncross and jump
Backward: Turn rope backward and jump
Bell: Jump forward and backward over a line
Wounded Duck: Jump with heels in and toes out, then heels out and toes in
Side-swing: Swing the rope to one side of the body, then swing overhead and jump
Criss-Cross Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again
Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Cool-down: (5 min)

1. Simon Says (Card 5)



Percussion (Xylophones,
Metallophones, and
Glockenspiels):

Interactive

- **Have students echo** you in playing short, stepwise patterns on pitched, mallet instruments
 - Set up with the notes E, F, G, A, B flat, C.