



Monday 10/09/2023	Tuesday 10/10/2023	Wednesday 10/11/2023	Thursday 10/12/2023	Friday 10/13/2023
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am
Band/Choir - 7 & 8 (Woodwinds) 8:35am - 9:30am	Band/Choir - 7 & 8 (Brass/Other) 8:35am - 9:30am	Band/Choir - 7 & 8 (Woodwinds) 8:35am - 9:30am	Band/Choir - 7 & 8 (Brass/Other) 8:35am - 9:30am	Band/Choir - 7 & 8 (Woodwinds) 8:35am - 9:30am
Have Students Concentrate on Learning Music for the Concert this Week	Have Students Concentrate on Learning Music for the Concert this Week	Have Students Concentrate on Learning Music for the Concert this Week	Have Students Concentrate on Learning Music for the Concert this Week	Have Students Concentrate on Learning Music for the Concert this Week
<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>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>



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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

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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.

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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.

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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 piece for the winter concert.

Lesson / Instruction

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

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Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Unit Assessment: Spotlight Your Success!

Standards

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

Lesson / Instruction

UNIT REVIEW

iSONG | Looby Loo: Interactive

- Remind children that in this unit they have learned about patterns in music.

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

Moving & Traveling Activities

Standards

2.1b Explore toys and objects with hands and mouth.

2.1c Exhibit a variety of small motor skills.

2.1f Perform increasingly more sophisticated actions requiring hand-eye coordination.

2.2a Exhibit physical reflexes in response to stimulation.

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

Grade K | Spotlight on Music Section 1: Unit 1 Lesson 3: Ways to Move

Standards

MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cn10.0.Ka Demonstrate how interests, knowledge,

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

Objective:

- Learn cooperative strategies and team-building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- Simon Says (Card 5)

Go Fitness - Limber Limbs Stretching Activities (12 min)

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

Grade 1 | Spotlight on Music Section 1: Unit 1 Lesson 3: Steady Beat

Standards

MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Pr4.3.1a Demonstrate and describe music's expressive



- They have moved to the music in place and in space.
- They have sung and listened for downward and upward sounds.
- **Have children perform** the movements while listening to "Looby Loo." Encourage them to sing along.

ASSESSMENT OPTIONS
At this age, a day-to-day informal measurement of your children's progress should be performed as an integral part of your lesson plans.

- Use the following activities as informal assessments to help measure children's progress. Appropriate responses are suggested in each section, and each Review and Listen slide provides feedback.
- For individualized online assessments, go to the Assessments tab in the main menu and assign tests to children.

REVIEW
UNIT REVIEW | S1U1UA:
Review: Interactive

- **Display** the slide Unit 1 Review.
- **Read** each question aloud while showing the possible answers to the class.
- **Then read the questions again** and have each child signal with a palm close to the chest when you point to or describe his or her answer. (1. checkboard; 2. flower)

LISTEN
UNIT REVIEW | S1U1UA:
Listen: Interactive

- **Guide** children to look at the visual representations on the slide Unit Review: Listen .
- **Read** Question 1 and have **children listen to the sounds.**
- **Then read the question again** and have each child signal with a palm close to the chest when you point to or describe his or her answer.

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.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4e Participate in healthy routines.

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.

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

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

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

MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology.

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

MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that

- Stretch Routine (Card 60)

Go Activity (15 min) - Moving and Traveling Activities

- Islands (Card 317)
Need: One hula hop per person

Cool-down (5 min)

- Simon Says (Card 5)

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

Section 1:Unit 1: Opener: Music for the Fun of It! (continued)

Standards

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).

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

Objectives:

- Sharing music makes learning fun

Lesson / Instruction

PORTFOLIO | Creative Unit Project Resource
Masters 1•2, p. 3: **DOCUMENT** 1•3, p. 4: **WORKSHEETS**

qualities (such as dynamics and tempo).

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

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

Objectives:

- Move with the steady beat at different tempos to represent different animals.

Lesson / Instruction

INTRODUCTION
CONCEPT OVERVIEW | S1U1L3: Steady Beat:
Interactive

- Give children an overview of the lesson using this slide.
- Invite children to describe things that make a steady beat sound, such as a heart, a car direction blinker, walking steps, marching, and so on.
- Explain that keeping a steady beat with music can help them move and make music with others.
- Tell the class that today they will learn how to keep the steady beat in music.

MOVE | At Different Speeds
ACTIVITY | S1U1L2: Bonjour, mes amis (Hello, My Friends): Interactive

- Select one child to walk inside a circle, clapping once for each time a foot hits the floor. (You may help keep the beat steady by playing with the child's walking beat softly on a drum.)



- Ask for volunteers to answer Question 2. (1. kettle; 2. hammering)

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

Lesson 5: Read and Play Rhythms

Standards

MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

MU:Pr4.3.2a Demonstrate understanding of expressive 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.

Objectives:

- Read and play a rhythm with quarter notes, paired eighth notes, and quarter rests.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L5: Read and Play Rhythms: Interactive

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

Check It Out! (It's About Respect) (Stereo Mix): Audio

- **Clap the rhythm** of the opening section of "Check It Out! (It's About Respect)."

2.6f Participate in physically active games with peers.

2.7c Respond to warnings and redirection for unsafe behaviors in situations, although not consistently.

2.7d Recognize rules and follow basic safety instructions.

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

Objective:

- Learn cooperative strategies and team-building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- Simon Says (Card 5)

Go Fitness - Limber

Limbs Stretching

Activities (12 min)

- Stretch Routine (Card 60)

Go Activity (15 min) - Moving and Traveling

Activities

- Islands (Card 317)
- Need:** One hula hoop per person

Cool-down (5 min)

- Simon Says (Card 5)

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

VOLLEYBALL UNIT (Last Class of the Unit)

Standards

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

reflect creators'/performers' expressive intent.

Objectives:

- Signal to track beat icons.

Lesson / Instruction

Give children an overview of the lesson using this slide.

CONCEPT OVERVIEW | S1U1L3: Ways to Move: Interactive

- **Ask children** to name things with hinges, such as doors.
- **Help them compare** their body joints to hinges and explore gently moving them.

POETRY | S1U1L3:

Hinges: Interactive

- **Read** "Hinges" to children.
- **Ask them to move** as the poem suggests while you read it again.

iSONG | Pimpón: Interactive

- **Have children listen** to "Pimpón."
- **Then compare** the marionette movements in the song with ways they moved to the poem.

You may want to use the locator map. LOCATOR MAP | Mexico: Interactive

PRONUNCIATION | Pimpón

a	f_a	her
u	m_oo	n
e	a_pe	
?	flipped r	
i	b_ee	
ö	th_e	
o	o_bey	
β	b without	h

TRANSLATION | Pimpón

- **Explain** to children that Pimpón is a type of papier-mâché, which is made of paper and glue.

SING | Pimpón

PRONUNCIATION | Pimpón: Interactive

- **Have children echo** the Spanish words using the pronunciation guide.
- **Listen** to the words in Spanish.
- **Form five groups**, one to move like marionettes on each verse of the song.

LISTEN | My Grandfather

- **Invite children to listen** to "My Grandfather" to identify how many sections it has.

Creative Unit Project Opener:

- **Tell students** that during this unit they will be creating games using speech and rhythm patterns.
- **Discuss** criteria for this project: performing as an ensemble, maintaining a steady beat, matching body percussion to the rhythm of the words.
 - **The games should teach** something and be fun to do
 - **Have students think** of games they like to play
 - **Ask them to consider** things, in addition to names, that a game could teach.

Rubric/Self-Assessment

Use Resource Masters 1-13, p. 15 and 1-14, p. 16: DOCUMENTS to guide students' work on the Creative Unit Project.

These pages also will be the basis for students' and your evaluations of the final outcome of the project.

- Use the criteria as a checklist to indicate whether or not specific criteria are being met as work on the project progresses.
- Encourage students to add to the list of criteria to guide and monitor their work. When the project is complete, use the rubric to assess their work and performance.
- Students can use the self-assessment to evaluate their own and others' performances and to generate constructive suggestions.

BULLETIN BOARD | Four Ways to Use the Voice

Make a bulletin board illustrating the four ways the voice may be used.

- Using a sheet of paper, divide the paper into four equal boxes using a marker.
- **Head box:** list one of the ways the voice can be used. For example: In the upper left-hand box, list Talking
- **Heart box:** list one of the ways the voice can be used. For example: In the lower left-hand box, list Whispering

Make a bulletin board illustrating the four ways the voice may be used.

- Using a sheet of paper, divide the paper into four equal boxes using a marker.
- **Head box:** list one of the ways the voice can be used. For example: In the upper left-hand box, list Talking
- **Heart box:** list one of the ways the voice can be used. For example: In the lower left-hand box, list Whispering

- Have the entire class sing "Bonjour, mes amis," at the speed the child has set by walking. (Use the recording on the slide if needed to help children remember the song at first, but then work without the recording, since this activity involves moving at different speeds.)

At the end of the song, the first child chooses another, who sets a different speed for the song.

- Repeat several times. **Use Resource Master 1-6, page 7: DOCUMENT for more steady beat practice. Answer Key is on p. 192.)**
- Complete the page. Connect things that make a steady beat.

SING | The Ants Go Marching (song and game from Zimbabwe)

iSONG | The Ants Go Marching: Interactive

- Invite children to listen to "The Ants Go Marching."

Have children:

- Dramatize the words to the song in each verse.
- Join in singing with the recording as soon as they are able.
- Act out the words for the song.
- Sing the song.

ACTIVITY | S1U1L3: More Steady Beats: Interactive

- Have children sing the first verse, tapping one ant for each beat in sets of four, thereby recognizing the steady beat while listening.
- Ask: How many ants are there?
- Tap one ant for each beat as you sing.)

MUSIC SKILLS | MIDI | Grade 1: Document (Resources and select your grade. Select MIDI Files)

- Use Spotlight on MIDI Project 1 (The Ants Go Marching) for more practice with "The Ants Go Marching."
- The MIDI book includes introductory and reference materials as well as audio files for children to use.

LINKS | Science

- **Ants Shara** with children that the song "The Ants Go Marching" makes a lot of sense because ants like to march in lines. (2)



- **Have students sing** the song and clap the rhythm of the opening section with you.
- **Have them recall** the names of the rhythm notation in the A section of the song. (quarter notes, eighth notes, quarter rests)

LISTEN | Chichipapa
LOCATOR MAP | Japan: **Interactive**

- **Tell students** that the song "Chichipapa." is from Japan. Find Japan on the map.

Chichipapa (The Sparrows' Singing School) (Stereo Mix): **Audio**

- **Invite them to listen** to a traditional children's song called "Chichipapa."

PLAY | Chichipapa
iSONG | Chichipapa (The Sparrows' Singing School): **Interactive**

Have students:

- **Read the rhythm** of the song in meter together.
- **Take turns playing** parts of the song on rhythm instruments.
 - For example, play finger cymbals on the word Chichipapa at the end of the song, and rhythm sticks for the rest.
 - *You may wish to use Song Anthology, pp. 36-37.*

iPRONUNCIATION | Chichipapa: **Interactive**

- **Listen** to the pronunciation for "Chichipapa" and practice the Japanese words.

PLAYALONG | S1U1L5: Chichipapa: **Interactive**

Have students:

- **Sing** the song and pat its rhythm.
- **Say, then play** the Playalong rhythm as others sing the song again.

PRONUNCIATION | Chichipapa

a	f	a	thero	o	bey
e	a	pe	u	m	oo
i	b	ee	?	flipped	r

MUSIC SKILLS | Play and Sing

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

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

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

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

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

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

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

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

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

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

Objective:

- Practice and improve fundamental volleyball

- **Have them name** the movement of the song.
- **Ask children to listen again.**

SING | Stamping Land

- **Have children listen** to the folk song "Stamping Land."

Stamping Land (Stereo Mix) **Audio**

- **Sing** this folk song.
- **Tell students** it is from Denmark.

MUSIC SKILLS | Improve

Improve

- **Invite children** to think of ways to move in "Stamping Land."
 - Suggestions include "twisting land," and "waving land."
- **Have volunteers take turns** singing the movements words in the rest of the song.
- **Set up an alto xylophone** with bars for A and B only and allow children to take interludes between verses.

ANALYZE | Ways to Move (2 slides)

ACTIVITY | S1U1L3: Move Through Space: **Interactive**

- **Point out** to children the ways you can move in place to the beat.
- **Ask:** What are some other ways you can move in place to the beat?

ACTIVITY | S1U1L3: Move Through Space: **Interactive**

- **Discuss** with children the ways you can move in place to the beat.
- **Ask:** What are some other ways you can move in place to the beat?

ACTIVITY | S1U1L3: Walk Through Space: **Interactive**

- **Invite children to discuss** the two categories of movement shown in place and through space.
- **Point out** to children the shoes depicted in the slide.
- **Explain** that each shoe represents one beat.
- **Have children sing** "Stamping Land" as you point to the shoes.

PROGRESS CHECKPOINT (Self-Assessment)
Resource Master 1•13

Informal Assessment
Have children sing the folk song "Stamping Land" again, this time, "pointing to the beat" on the song.

Optional Reteaching
If children have difficulty pointing to the beat with "Stamping Land," repeat the song and point to the beat.

SCHOOL TO HOME
SONG ANTHOLOGY | Gra We are learning these so

- "Pimpón," p. 128
- "My Grandfather," p. 106
- "Stamping Land," pp. 140-141

- List *Singing and Calling the Song* and two boxes
- Make pictures of a student doing each of these things and encourage your students to bring in pictures of themselves illustrating them using these four voices.

SCHOOL TO HOME
Interactive

Resources Technology

Materials / Resources Technology

Section 1: Unit 1: Opener: Music for Everyone (continued)

Standards

MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:Pr4.1.4a Demonstrate and explain how the selection of music to perform is

be with their friends! While they can be done in place. (wall)

there are more than 4,500 different species of ants, they are all social creatures, unlike their close cousins, bees and wasps. In addition to marching, some ants can learn to find their way through complex mazes. While most ants are harmless to people, sugar ants or the fire ants, and carpenter ants gnaw wood in our homes. **ASK** students: How are ants and ants different?

LISTEN | ACT MOVE | Whaya Kadhimba

- **Invite children** to listen to the song "Whaya Kadhimba" through Sp to hear children from Zimbabwe singing in their own place and through space.
- You may wish to share the video below with children to show a performance of the song, the pronunciation of the song, the information about Zimbabwe.

LISTENING | S1U1L3: Whaya Kadhimba: Interactive

- Listen to children from Zimbabwe sing a game song.

LOCATOR MAP | Zimbabwe: Interactive

- Have students look at Zimbabwe on the map as you point to it.

MOVEMENT | Whaya Kadhimba Game

GLOBAL VOICES | Whaya Kadhimba (Song): Video

- Have children listen again and move with the steady beat, then play the game.
- Ask children how they keep the steady beat during the game. (hopping and clapping)

GLOBAL VOICES | Whaya Kadhimba (About Song): Video

- Play the video to help children learn about Zimbabwe.

MOVEMENT | Whaya Kadhimba Game

GLOBAL VOICES | Whaya Kadhimba (Game): Video



PLAYALONG | S1U1L5:
Chichipapa: Interactive

Play Have students play a bordun with "Chichipapa." For an easy but effective bordun variation, try one in which three instruments take turns playing. This is known as a "level" bordun. (Share with students that this is not a traditional accompaniment.)

Sing Have some sing the playalong ostinato as others sing the song. Sing on G except for the last pa; sing that on A. (The ostinato is shown in PLAY | Chichipapa, above.)

VIRTUAL Mallet PERCUSSION | Orff Mallet Percussion (Xylos, Metallophones, and Glocks): Interactive

- **Play and sing** these parts together with instruments.

TEACHER TO TEACHER | Accepting Differences

Learning to understand different styles of music helps children accept differences in themselves and others. Music from other cultures has unique sounds. If the sound of a Japanese song like "Chichipapa" is unfamiliar, help children define what they are hearing before they make judgments about whether they like it or not. Ask questions such as: Are they using heavier or lighter voices? Are the instruments like others you know? What do you think the music sounds like?

LISTEN | Japanese Instruments

ACTIVITY | S1U1L5: Japanese Instruments: Interactive

- **Ask a volunteer** to read aloud the text about Japanese instruments.
- **Have students describe** the pictures and listen to the sounds of each instrument.

SING | Rigui Ran

skills (bumping/forehand pass, setting, serving).

- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular

Activities: Quick Cardio Games

Materials: 1 hoop for every 2-3

- students
1. Musical Hoops (Card 39)

(25 min) Go Activity:

Volleyball: CATCH

Challenge III

Materials: 1 volleyball and a court with two nets

1. 4-Court Volleyball (Card 596)

(5 min) Cool-down

1. Simon Says

Recess 1:45pm - 2:00pm

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

VOLLEYBALL UNIT (Last Class of the Unit)

Standards

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

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

3.PE.7 Engage in the activities of health

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 of the structure and the elements of

influenced by personal interest, knowledge, context, and technical skill.

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:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

MU:Pr5.1.4a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

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

- Call a child's name. He or she answers, I'm here.
- The child steps into the center of the circle.
- The child picks one foot off the ground, as high as possible, with the knee bent.
- The child hops to the beat on the other foot, clapping to the beat.
- The entire group sings Vhaya kadhimba, kadhimba to encourage the hopping and to match the movement.
- The group sings for as long as the child in the center can continue hopping, without falling or letting the raised foot touch the ground.
- When the child stops, another is called in.

TRANSLATION | Vhaya

Kadhimba

GLOBAL VOICES | Vhaya Kadhimba (Speak All):

Video

- Learn the Shona words to the song.

GLOBAL VOICES | Vhaya Kadhimba (Sing

All): Video

- Learn to sing the song
- LINKS | Reading**
Building Literacy
Readiness When children follow the footsteps of others, they are doing visual tracking, which is required for reading. This game can build attention for those who have difficulty with visual attending. It also builds the concept of sight/sound correspondence, which then can be applied to other visual cues. There is growing evidence that the ability to keep a steady beat is related to reading success.

HISTORY AND CULTURE

| Zimbabwe

When European explorers discovered vast stone ruins in the forests of southern Africa in 1867, they were looking at the remains of a great empire, ruled by the native Karanga people from about A.D. 1000 to A.D. 1600. The Karangas melted gold and traded it for glass beads and porcelain from China.



iSONG | Riqui Ran
(Sawing Song):

Interactive

- Invite students to review and sing "Riqui Ran."

SONG ANTHOLOGY |

Grade 2: **Document**

- **Using Song Anthology p. 182, ask students to find sections** (phrases or measures) in the song that have the same rhythm. (Students may identify places by the lyrics or point out measures; for example, the first and second complete measures or the rhythms of phrases "los maderos de San Juan" and "Riqui, riqui, riqui, ran.")
- **Have students read and clap** the rhythm of the song, saying ran for **one eighth note** and ri-qui for **2-eighth notes**
- **Find** places in the song that have the same rhythm.

COMPARE | Rhythm

Instruments

ACTIVITY | S1U1L5:

Instrument Family Sort:

Interactive

Have students:

- **Look** at the rhythm instruments on the slide; read aloud the names of the four families and of the unpitched instruments.
- **Identify** the rhythm instruments, review the names of each, and arrange them into the four families. (Note: tambourines and jingle bells are considered shakers/rattles, not metals, because of the quality of their sound.)

ACTIVITY | S1U1L5:

Rhythm Instruments:

Interactive

Then have students:

- **Choose one family** of instruments (woods or metals), take turns playing instruments in that family, and compare the different sounds.
- **Then do the same with another instrument family.**

Resource Master 1•9, p. 10 may be used to list their findings or for categorizing the instruments given. The Answer Key is on p. 185.

PLAY | Rhythms

enhancement class without teacher prompting

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

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

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

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

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

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

Objective:

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

Lesson / Instruction

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.

MU:Re9.1.5a Evaluate musical works and

connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Objectives:

- Learn ways in which music has something to offer everyone

Lesson / Instruction

PORTFOLIO | Creative

Unit Project

Creative Unit Project

Opener

- **Tell students** that, as a unit project, they will be creating rhythmic word chains and performing them with a speech piece spoken in canon.
 - **Their performance will be assessed** on how well they matched the word chain to the rhythm, how accurately they performed the rhythm, and how well they performed the canon.
 - **See directions** on **Resource Master 1•2, p. 3 and 1•3, p. 4**, which function as **Worksheets** for students to use throughout the unit.
 - **Use Resource Masters 1•13, p. 15 and 1•14, p. 16 for Rubric/Self-Assessment** for students to guide their work
1. **These pages also will be the basis for students' and your evaluations of the final outcome of the project.**

"Zimbabwe" means "stone dwelling" in the Shona language. Known as Rhodesia under British rule, Zimbabwe achieved full independence in 1980. It has a population of 13 million.

MOVE | Steady Beat with The Royal March of the Lions

- Have children name animals they know, then animals they recognize from the painting The Peaceable Kingdom in the Art Gallery. Clap a steady beat and invite children to move with the beat like each animal in the painting.
- Repeat the activity and assess whether children can move with the steady beat like an animal convincingly and accurately.

ART GALLERY | The Peaceable Kingdom:

Interactive

- Name animals you see in the painting.
- Move like animals you see.

The Royal March of the Lions from from The Carnival of the Animals

- (Saint-Saëns): **Audio**
- Play the recording and have children move like a lion with the steady beat. (The spoken introduction ends and the music begins at about 1:40.)
 - Listen and move like a lion with the steady beat.

HISTORY AND CULTURE | Camille Saint-Saëns

Camille Saint-Saëns (1835–1921) was only three when he took his first piano lesson, but since he could already read and write, he immediately began composing songs! By age ten, Saint-Saëns was dazzling audiences in Paris with brilliant recitals of Bach, Mozart, and Beethoven. At age sixteen, he wrote his first symphony. During his life, Saint-Saëns composed over 300 works. With his beaked nose, neat beard,



PLAYALONG | S1U1L5:
Ballet Music: Interactive

Have students:

- Look at the rhythm on the slide and identify the sections (measures) that are alike. (mm. 1 and 2)

Classify and Categorize

- Read the rhythm which is in meter while gently tapping it with one fist on the other.
- Take turns playing the rhythm lightly on wood instruments.

VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers): Interactive

You may wish to use the VIRTUAL PERCUSSION slide and have students play an instrument of their choice.

LISTENING | Ballet Music: Interactive

- Point out the picture of the dancer on the Listening slide.
- Ask a volunteer to read aloud the text about Christoph Gluck's "Ballet Music."

PROGRESS CHECKPOINT

Ballet Music from Iphigénie en Aulide (Gluck): **Audio**

Informal Assessment

- Invite students to listen to the "Ballet Music" from Iphigénie en Aulide
- Have them clap or play the rhythm on the page during the A section. (The rhythm is the same as that of the melody in the A section. The form of the piece is ABA.)

WRAP UP

PLAYALONG | S1U1L5:
Ballet Music: Interactive

- Ask students to name the rhythms they have been reading and playing. (, ,)
- Invite them to play along with, or move to, the "Ballet Music" once more.
- Assess how the students can recall the names of the unpitched instruments and the four different categories that they belong to. (Woods, Metals, Shakers and Rattles, and Drums)

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

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular

Activities: Quick Cardio

Games Materials: 1 hoop for every 2-3 students

1. Musical Hoops (Card 39)

(25 min) Go Activity:

Volleyball: CATCH Challenge III Materials: 1 volleyball and a court with two nets

1. 4-Court Volleyball (Card 596)

(5 min) Cool-down

1. Simon Says



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

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

VOLLEYBALL UNIT (Last Class of the Unit)

Standards

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

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

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

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

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

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

2. Use the criteria as a checklist to indicate whether or not specific criteria are being met as work on the project progresses.
3. Encourage students to add to the list of criteria to guide and monitor their work.
4. When the project is complete, use the rubric to assess their work and performances.
5. Students can use the self-assessment to evaluate their own and others' performances and to generate constructive suggestions.

WRAP UP

- Ask students to describe what they learned about the unit theme. (*Sharing music can make a difference in everyone's life by promoting respect and tolerance for diversity and by encouraging friendship and peace among all people.*)
- Have students sing "Something for Me, Something for You" again, clapping to the beat to keep in tempo.

BULLETIN BOARD |

What Can Music Give Us?

Label the bulletin board "What Can Music Give Us?"

- Divide the board into four squares. In three of them, put a picture of a person the students know something about.
- Select three people from different cultures and time periods and have different needs (eg., Daniel Boone, Martin Luther King, Jr., and King Tut).
- Clarify that the three profiles should elicit from students what music can offer different people.
- Write these things under each person. In the fourth square, draw a blank person, labeled Me.
- Students write things in that square that they feel music offers them.

SCHOOL TO HOME |

Letter Home

- School-to-Home Letter for Unit 1, Resource Master 1•1, p. 1

PROGRAM IDEAS |

Music for Everyone Music For Everyone

bowler hat, and frock coat, he was a familiar and much-admired figure throughout Europe.

SCHOOL TO HOME | Subject Interests

In addition to being a composer and performer, Camille Saint-Saëns had a wide variety of interests. He loved to travel and visited most of Europe, North America, South America, and Sri Lanka. He liked history, astronomy, and architecture, too. He once even broke off an important rehearsal to watch an eclipse of the sun! Parents can ask their children what different subjects interest them and why. They can also share with their children some of their own interests. Back in the classroom, list all the different interests children and parents have and discuss ways to share them together.

PROGRESS CHECKPOINT

Informal Assessment

Have children move like each animal or person in the painting, responding to a drumbeat at the agreed tempo. (Watch for children's feet to match the drumbeat, with one step for each sound.)

Optional Reteaching

Begin the drumbeat by following one student chosen to set the tempo. Once the model is set, then have everyone join in.

WRAP UP

- Have children tell how the animals in the painting would have to change their walking if they were to march together in a parade. (They would all have to step with the same beat, at the same speed.)
- Invite children to imitate a lion walking, as in the photograph, or another animal they remember from the painting, marching with the beat to "The Royal



Practice Recorders for Next Three Periods

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 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

related to vigorous physical activity.

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

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

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

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

Objective:

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

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

- Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular

Activities: Quick Cardio

Games Materials: 1

hoop for every 2-3 students

- Musical Hoops (Card 39)

(25 min) Go Activity:

Volleyball: CATCH

Challenge III

Materials: 1 volleyball

- and a court with two nets
- 4-Court Volleyball (Card 596)

(5 min) Cool-down

- Simon Says

- Unit 1 includes a wide variety of songs, both folk and composed, from all over the world.
- The songs collectively convey a theme that music can be shared by people from all walks of life.
- Invite students to write a script that follows this theme, including information about the origin and style of each song.
- The program could include audience participation with the songs "Something for Me, Something for You," and "Somos el barco."
- A possible sequence for the program could be: "My Town, My World," "A Journey," "Ame fure," "Octopus's Garden," "Bu-Vah," "Li'l Liza Jane," "Somos el barco," "Allundé, Alluia," "Old Abram Brown," "A la puerta del cielo," "Peace Round," and "Something for Me, Something for You."

PERFORMANCE |

Choreography Notes

Choreography Notes

- For choreography to use with songs in this unit, see this grade level's Piano Accompaniments.
- See also the videos Kids Gotta Move for demonstrations of selected movements.
- The following songs in this unit have choreography notes:
 - "Ame fure," Piano Accompaniments p. 9
 - "Something for Me, Something for You," Piano Accompaniments p. 275

Materials /

Resources /

Technology

- Resource Master 1•1 (School-to-Home Letter)
- Resource Master 1•2 (Creative Unit Project)
- Resource Master 1•3 (Creative Unit Project)
- Resource Master 1•13 (Self-Assessment)
- Resource Master 1•14 (Teacher Assessment)

March of the Lions" from Carnival of the Animals. (The music starts at 1:40.)

- Assess whether they can march with the steady beat.

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

Objective:

- Learn cooperative strategies and team-building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- Simon Says (Card 5)

Go Fitness - Limber

Limbs Stretching

Activities (12 min)

- Stretch Routine (Card 60)

Go Activity (15 min) -

Moving and Traveling

Activities

- Islands (Card 317)
- Need:** One hula hop per person

Cool-down (5 min)

- Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

Objective:

- Learn cooperative strategies and team-building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- Simon Says (Card 5)

Go Fitness - Limber

Limbs Stretching

Activities (12 min)

- Stretch Routine (Card 60)



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 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

Break 2:30pm - 2:45pm

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

Work on Ukuleles for Next 3 Periods

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 work(s) that meet appropriate criteria.

MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

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

MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

Go Activity (15 min) - Moving and Traveling Activities

- Islands (Card 317)
Need: One hula hop per person

Cool-down (5 min)

- Simon Says (Card 5)



structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

MU: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

Break 2:30pm -
2:45pm

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

**Work on Ukuleles
for Next 3 Periods**

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 work(s) that meet appropriate criteria.

MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA

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

MU:Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance.

MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/



forms that convey expressive intent.

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

MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

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:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose

style, and phrasing) convey intent.

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:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.

Objectives:

- Practice intensively on the Ukulele Winter Program Song.
- Must get closer to playing together as a ensemble
- Help those still struggling to achieve the fingering on the chords



and/or context, and explain why each was chosen.

MU:Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance.

MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

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.

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Objectives:



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