



Monday 11/13/2023	Tuesday 11/14/2023	Wednesday 11/15/2023	Thursday 11/16/2023	Friday 11/17/2023
<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>Potluck</p>	<p>Parent's Night Out</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>Breakfast Duty 8:00am - 8:30am</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>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> <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,</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,</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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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.

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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.

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.

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

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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 few weeks concentrating on playing and perfecting their part in the instrumental piece 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

Grade PreK | Unit 2: Making Friends | Lesson 4: High-Low, Here We Go

Standards

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

MU:Cr2.1.PreKa With substantial guidance, explore

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.

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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.

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.

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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.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Grade K | Section 1: Unit 2: Opener: Music Helps Me Learn (continued)

Standards

MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr1.1.5a Improve rhythmic, melodic, and harmonic ideas,

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

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.

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

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Grade 1 | Section 1: Unit 1 Lesson 6: More Loud and Soft

Standards

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

MU:Cr1.1.1a With limited guidance, create musical ideas



favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

MU:Cr3.1.PreKa With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

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

MU:Pr5.1.PreKb With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

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

Objectives:

- Children will respond to high, middle, and lower vocal sounds.

Lesson / Instruction

SING | Autumn Leaves

ACTIVITY | S1U2L4:

Autumn: **Interactive**

Autumn Leaves (Stereo

Mix): **Audio**

Have children:

- **Describe the picture** on the slide. (tree leaves in autumn)
- **Listen to the song** "Autumn Leaves" and move your hand following the shape of the melody.
 - **measure 1–2 low-middle, measure 3–4, low-middle, measure 5–6, high-middle, measure 7–8, middle-low**
- **Echo you and follow your movements** as you sing the song and move a hand up and down to show the melody.

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.

and explain connection to specific purpose and context (such as social, cultural, and historical).

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

Objectives:

- Children learn many things through music at school.

Lesson / Instruction

GOAL: Introduce the unit theme, Music Helps Me Learn

UNIT THEME | Music

Helps Me Learn

UNIT 2 | S1U2L0: Music Helps Me Learn:

Interactive

- **Display** the slide Music Helps Me Learn. Invite children to describe the picture.
- **Tell children** the name of the unit.
- **Read** the Essential Question and encourage children to respond.
- **Explain** that music can help them learn about new places, people, and ideas.

LISTEN | The Best That I

Can Be!

iSONG | The Best That I

Can Be! Interactive

- **Have children listen** to "The Best That I Can Be!", listening for rhyming words in the song.
- **Stop the recording between verses** to help them identify the rhyming words.
 - Verse 1: stand/ grand, late/ celebrate;
 - Refrain: me/see/ be;
 - Verse 2: Everyone/ fun, along/song;
 - Verse 3: it/fit, me/ possibility
- **Invite children to listen again** while patting with the beat.

PERFORMANCE | Songs with Choreography

Notes

Choreography Notes For choreography to use with songs in this unit, see this grade level's Piano

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

(such as answering a musical question) for a specific purpose.

MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

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

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

MU:Pr6.1.1b Perform appropriately for the audience and purpose.



MOVE | Leaves in the Wind

iSONG | Autumn Leaves:

Interactive

- Invite children to move through space as leaves in the wind, while listening to the song "Autumn Leaves."
- Guide children to follow the direction of the melody using one scarf.

Apply and Close

LISTEN | One, Two,

Three, Four, Five

iLISTENING MAP | One,

Two, Three, Four, Five:

Interactive

Have children:

- Watch the listening map "One, Two, Three, Four, Five" while they pat with the beat.
- Describe the pictures.
- Listen again to find out how the tones move.
- Guide children to notice that the numbers and the fish move from middle to high to middle to low.)
- Listen as you play or sing two different pitches and tell if the second one is higher or lower than the first. (Move your hand to show the position of the tones.)
- Play the animation for "One, Two, Three, Four, Five" again and ask children to sing along as they are able, moving a hand up and down with the song.

LINKS | Reading

ACTIVITY | S1U2L7:

Fishing for Numbers:

Interactive

Reading: Fishing for Number Ordering

Learning numbers is an important reading and mathematical skill.

Have children:

- Describe the pictures on the slide. (numbers and fish)
- Sing the beginning of the song as you point to the target box with five fish (bottom middle).
- Click and drag the numeral 5 to cover that target box.
- Find the numeral that matches the number of fish in each target box.

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

Accompaniments. The following songs in this unit have choreography notes:

- "The Best That I Can Be!"
- "They Were Tall"

See **Piano**

Accompaniments, pp. 17-18 and 221-223.

SING | The Best That I Can Be!

The Best That I Can Be!

(Stereo Mix): **Audio**

- Have children listen again to "The Best That I Can Be!"
- Ask them to mirror you as you make large gestures on the rhyming syllables and invite them to sing along as they are able.

LISTEN | Hickory,

Dickory, Dock

POETRY | S1U2L0:

Hickory, Dickory, Dock:

Interactive

iSONG | Hickory, Dickory,

Dock (Spoken):

Interactive

- Have children listen as you read "Hickory, Dickory, Dock," speaking rhythmically. (See notation for reference.)

WRAP UP

- Have children discuss the message of the song "The Best That I Can Be!" (everyone should work together, doing the best job possible)
- Then invite them to "do their very best" in reciting "Hickory, Dickory, Dock" together.

SCHOOL TO HOME |

Letter

Resource Master 2•1, pp.

15-16: **DOCUMENT**

- Print double sided English and Spanish

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

Recorders: Practice Playing all the Way through Together

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)

1. The S Trail (Card 7)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

1. Let's Stick Together (Card 167)

Go Activity: Jump Rope

Activities (25 min)

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

1. Freestyle (Card 274)

Materials: 1 jump rope per student, Jump Rope Task Cards (282-294)

REVIEW: Glossy of Terms:

MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

Objectives:

- Move to show recognition of louder and softer sounds.

Lesson / Instruction

Motivate PRACTICE: Describe dynamics

INTRODUCTION

CONCEPT OVERVIEW |

S1U1L6: More Loud and

Soft: **Interactive**

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

iSONG | The Ants Go

Marching: **Interactive**

- Have children review "The Ants Go Marching."
- Ask them to listen for the voices added to each verse, and describe the effect. (It gets louder.)
- Tell children they will be finding ways to get louder and softer using their voices and body sounds.
- Students will then create music of their own by adding layers of sound.

Develop

MUSIC SKILLS | Create

Create

- Have children work in two groups.
- Have the first group improvise melodies (with loud and soft sounds) on pitched instruments that are available in the classroom.
- Have the second group notate where they hear loud or soft sounds on paper.
- Discuss with children how dynamics can be used in a story.
- Have each group create a story that utilizes the transcribed dynamics.



ACTIVITY | S1U2L7: More Numbers: Interactive

- For an additional challenge, use the slide with numbers 7–10.

LINKS | Reading

RESOURCE MASTERS |

Grade PreK: **Document**
Reading: Sequence of Events

- Mount the Resource Masters, p. 4, on heavier paper and then cut on the heavy lines to form a jigsaw puzzle.
- Children can order the first four phrases of the song "One, Two, Three, Four, Five" as they put the jigsaw puzzle together.

PROGRESS

CHECKPOINT

Informal Assessment

Have children sing the song "Autumn Leaves" again, moving their hands like leaves in the wind. Observe how children match movement with voices to show high, middle, or low.

Optional Reteaching

Ask children to mirror you as you sing the song and move your hands with the melody.

WRAP UP

iSONG | One, Two, Three, Four, Five: **Interactive**

- Ask children to recall that they listened for high, middle, and low tones. Invite children to sing "One, Two, Three, Four, Five" again.

Practice songs for The Concert

Materials / Resources / Technology

Optional: beach ball, scarves or paper streamers
Resource Master • 4 ("One, Two, Three, Four, Five")

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

Grade 2 | Section 1: Unit 1 | Lesson 7:

behaviors in 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
- Relationships (with people), spatial awareness (location)
- Effort (fast, slow, sustained, free flow)
- Clockwise, counter clock-wise

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:

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

MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

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

MU:Pr4.2 Analyze - Analyze the structure and 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.

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

Criss-Cross Arms: Turn rope forward and cross

PRACTICE: Identify dynamics in an unfamiliar song.

LISTEN / SING | Sing After Me

After Me

iSONG | Sing After Me: **Interactive**

- Review the meaning of forte and piano with children.
- Have children listen to "Sing After Me," singing the echoes as they become familiar with the song.

ACTIVITY | S1U1L6: Sing After Me Echoes: Interactive

- Ask children whether the echo is softer or louder than the original voice. (a bit softer)
- Have children look at the two pictures and tell which one represents an echo. (the picture on the right)

SING | Echo Patterns

- Invite children to echo short patterns that you speak, sing, or clap, making the echo softer than the original.

PRACTICE: Identify loud and soft sounds in a recording.

PLAY | Body Percussion Sounds

LISTENING | Soundcheck: Rainstorm: Interactive

- Have children listen to "Rainstorm," and practice the following body percussion sounds to imitate the sounds in the recording, getting louder when you raise your hand and softer when you lower your hand: rub, snap, pat, stamp, pat, snap, rub.
- Use Resource Master 1-9 (Your Musical Body), page 10.

MOVEMENT | Nonlocomotor Movement "Rainstorm"

Once children have learned the sequence rub, snap, pat, stamp, pat, snap, rub, it can be performed more musically by having all children continue each motion until they are given a visual cue in a wave, so the sounds are layered and emerge more gradually.



Play Pitched Instruments

Standards

MU:Cr1.1.2a Improve rhythmic and melodic patterns and musical ideas for a specific purpose.

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

MU:Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.

Objectives:

- Sing patterns with so and mi (melody/pitch)

Lesson / Instruction

TEACHER TO TEACHER | Pitched Instruments

VIRTUAL Mallet PERCUSSION | Orff Mallet Percussion (Xylophones, Metallophones, and Glockenspiels):

Interactive

- Invite children to play each instrument on the slide.
- Ask them which are the highest and lowest instruments.

Develop

PRACTICE: Improvise using so and mi.

- 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)

1. Let's Get Together (Card 8)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: 1 cone per pair of students

1. Race and Reach (Card 169-170)

Go Activity: Jump Rope

Activities (25 min)

Materials: Jump ropes

(stand on rope with handles reaching armpits)

1. "Can you..." (Card 275)

Materials: 1 jump rope per student

2. Snakes (Card 276)

Materials: 1 jump rope per student

REVIEW: 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

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:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Objectives:

- Students will work on playing the recorders in sync through the entire piece of music for the Holiday Concert

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

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

Grade 3 | Section 1: Unit 1: Lesson 6: The Color of Music

Standards

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

MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

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

MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

Apply and Close PRACTICE: Sing and move with dynamics.

LISTEN | Dynamics in Block City

POETRY | S1U1L6: Block City: Interactive

- Ask children to listen as you read the poem "Block City."
- Use appropriate dynamics as you read; for example, read the first two lines grandly, and the third and fourth lines softly.
- Then read stanzas two through four in a medium voice, ending loudly with the exclamation mark at the end of the fourth stanza.
- Read the fifth stanza loudly also, when everything topples down.
- Read the last stanza softly and wistfully.

ANALYZE | Block City

- Have children describe the parts of the poem that were louder and softer. (The parts where the city is built and destroyed were louder; the raining and the remembering of the city that was destroyed were softer.)

MUSIC SKILLS | Play

ACTIVITY | S1U1L6: Block City Sounds: Loud and Soft: Interactive

Play

- Have children work in small groups, each group playing an assigned or a created rhythm pattern on classroom instruments to represent key words in the poem in "Block City."

Lines 1 and 2: Claves/ wood blocks with the beat (loud)

Lines 3 and 4: triangle (quiet)

Stanza 2, mountains: hand drum (loud)

Stanza 2, sea: shakers (loud)

Stanza 3, palace: cow bell (loud)



EVALUATE | High and Low Sound

ACTIVITY | S1U1L7: Carl Orff: **Interactive**

- Ask a volunteer to read about Carl Orff and Orff instruments aloud.
- Ask students to decide which instrument would sound highest and which would sound the lowest.
 - They can tell by the size.
 - The soprano glockenspiel is the highest.
 - The bass xylophone and metallophones are the lowest

ACTIVITY | S1U1L7: Orff Instruments: **Interactive**

REACHING ALL LEARNERS | English Language Learners

- Ask students to look at the instruments in the diagram.
- Explain that in a choir:
 - the lower women's voice part is called *alto*
 - the higher women's voice part is called *soprano*. In men's voices,
 - the lower men's voice part is called *bass*
 - the higher men's voice is called *tenor*.
- Comment that these same adjectives are applied to instruments.
- Point out that in Spanish, *alto* means "tall or high," but that in music *alto* is lower than *soprano*.
- Add that in German *glocken* means "bells" and *spiel* means "play."

IMPROVISE | Interlude

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

Have students:

- Tap the rhythm of "Chichipapa" using alternating hands.
- Sing the song, tap the rhythm of the song as an interlude, and sing the song again.
- Repeat what they just did (sing-interluding), but instead of tapping during the interlude, ask one student to improvise the interlude by

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)

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

FRISBEE UNIT

Standards

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

FRISBEE UNIT

Standards

- 4.PE.3** Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.
- 4.PE.1** Use a combination of motor skills to engage in a variety of activities.
- 4.PE.4** Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.
- 4.PE.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.11** Reflect on personal social behavior in physical activity.
- 4.PE.12** Listen respectfully to corrective feedback from others.
- 4.PE.13** Adhere to rules of etiquette in a variety of physical activities.

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

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

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

MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

MU:Pr5.1.3a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

Objectives:

- Signal to identify several groups of unpitched instruments.

Lesson / Instruction

Motivate

EXPLORE: Use different vocal sounds.

INTRODUCTION

CONCEPT OVERVIEW | S1U1L6: The Color of Music: Interactive

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

ACTIVITY | S1U1L5: Hungarian Numbers: Interactive

- Have students review ways of using one's voice by counting to ten in either English or Hungarian.

Stanza 3, tower: octaves on any melody instrument (loud)

Stanza 3, steps: descending pitches on any melody instrument (loud)

Stanza 4, kings: C and G on bass xylophone (loud)

Stanza 5, entire: all instruments together (loud cacophony)

Stanza 6, entire: triangle (quiet remembering)

- Remind children to use care when playing classroom instruments: never step over an instrument that is on the floor, use the proper mallet or beater to play it, use the proper playing position, and give your neighbor enough space to play.

LINKS | Theater

POETRY | S1U1L6: Block City: Interactive

Dramatizing "Block City"
 After a first experience with the poem:

- Have students choose key words and create sound effects and poses or ways of moving to represent those key words.
- Determine the locations in the classroom for buildings, kings, the rain, the descending steps, and so on.
- Assemble sounds appropriate to facilitate children's creative sound planning (cardboard boxes and mallets, containers with dry beans inside, sandpaper, pot lids, wooden spoons, and so on)
- Read the story, leaving plenty of time at key words for some children to perform sounds and others to perform movements and make poses.
- Use the slide

ACTIVITY | "Block City" Sounds: Loud and Soft in the lesson section above, for key words.

MUSIC SKILLS | Analyze Analyze

- Encourage children to share other stories they know in which loud and soft dynamics can be used.
- Ask the class to analyze where it would



playing *so* and *mi* (D and B) to the rhythm of the song.

- Take turns improvising the interlude.

VIRTUAL Mallet PERCUSSION | Orff Mallet Percussion (Xylophones, Metallophones, and Glockenspiels):
Interactive

- Invite students to play Orff instruments with "Chichipapa" using the Virtual Mallet Percussion slide.

PRACTICE: Reinforce reading so and mi on the staff.

ANALYZE | Pitches
ACTIVITY | S1U1L7: *So and Mi: Interactive*

- Ask a volunteer to read aloud about *so* and *mi* from the slide.
- Explain that *so* and *mi* can be in different places, but their relationship to each other is always the same.

RESOURCE MASTERS |
Grade 2: Resource Master 1-10, p. 12. Answer Key p. 185:
Documents

- For additional practice use this activity for more practice

PITCH SOUNDS AND SYMBOLS: Interactive

- Have students practice finding *so* and *mi* using the **Pitch Sounds and Symbols** slide.

Apply and Close
PRACTICE: Sing and play so and mi in two keys

SING | Lemonade
ACTIVITY | S1U1L7:
Lemonade: Interactive

- Have students sing "Lemonade" on G and E, first with pitch syllables and hand signs, and then with words.
- Ask students to sing the song on D and B in the same way.
 - Give the starting pitches using the **Pitch Sounds and Symbols** slide or play along on a pitched instrument

contemporary American Indian contributions and cultures.

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

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

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

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

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

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

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

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

Objective:

- Cardiovascular Efficiency, Throwing

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up (5 min)

- Partner Jog (Card 11)
Need: 12" Fabric or Rope to hang on to between partners

Go Fitness (12 min)

- Crows and Cranes (Card 37)

Go Activity: Flying Disc - CATCH Challenge III (15 min) **Need:** Frisbees and Hula Hoops, Score Sheets

- Flying Disc Golf (Card 432)

Cool-down (5 min)
Need: Fitness Flash Cards (88, 89, 95, 103)

- Go Loco! (Card 13)

Materials / Resources / Technology

- 12" Fabric or Rope to hang on to between partners
- Hula Hoops
- Score Sheets
- Fitness Flash Cards (88, 89, 95, 103)

Break 2:30pm - 2:45pm

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

Grade 5 | Section 2: Unit 4: Lesson 1: Sixteenth Notes (for 6th)

Standards

- Ask them to speak the counting words one to three, whisper four to six, call seven and eight, and sing nine and ten.

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

- Have them sing "Egy üveg alma."

Develop
LABEL: Define tone color.

DESCRIBE | Tone Color

- Tell students that their friends and family can probably recognize their voice because it has a unique sound quality called its tone color. Instruments also have their own recognizable sounds, or tone colors.
- Have a volunteer read aloud the paragraph about tone color.
- Have students categorize the voices they heard in "Egy üveg alma," including their own, as children's singing voices.

LISTEN | Hornpipe
iLISTENING MAP | Hornpipe from Water Music Suite (excerpt): Interactive

Have students:

- Listen to "Hornpipe" and follow the listening map.
- Discuss how Handel used different instrumental tone colors in "Hornpipe."

Main Idea

- Listen to "Hornpipe" with the slide set at audio only and categorize the instrument groupings they hear as brass, string, or mixed.
- Explain how brass instruments sound and how they can distinguish them from string instruments.

MEET THE MUSICIAN | S1U1L6: George Frideric Handel: Interactive

- Have students read about Handel and his Water Music.

PRACTICE: Listen for instrumental tone colors. HISTORY AND CULTURE | Water Music
Water Music George Frideric Handel was born in Germany on February 23, 1685. He lived most of his life in England, where

be appropriate to use loud sounds and where it would be appropriate to use soft sounds.

PROGRESS CHECKPOINT
Informal Assessment
Read the poem "Block City" again. Have children play instruments or perform movements/poses loudly and softly as appropriate for the key words in the story.

Optional Reteaching
Listen again to "Rainstorm" and invite the class to create a class performance using body percussion sounds. Have them compare and contrast to show heightened awareness of louder and softer.

WRAP UP
iSONG | Sing After Me: Interactive

- Have children sing "Sing After Me" again.
- Review the terms forte and piano.
- Ask children to sing the song forte and the echoes piano.

iSONG | The Ants Go Marching: Interactive

- Have children suggest a way they can create a performance of "The Ants Go Marching" that gets louder without each student's voice getting louder. (Start with one voice, and add one or more voices on each new verse, just like the recording.)
- Then invite them to sing the song, adding new voices on each verse. They may march when they begin singing.
- Remind children that they have memorized the whole song and will sing verses preceding their "starting" verse silently, using their "inner voice," while listening to others sing them.
- Tell them that this will help them to come in on their starting verses at the right time.
- Lead children in a discussion of the effectiveness of adding voices in making the song get gradually louder, and how practicing the song in



in order to support the singing.

- Using the slide offers a flexible way to introduce reading note names in treble clef; after you have used the Settings window to select the pitches, toggle the letter names on and off by clicking the C, D, E... button.)

PLAY | Orff Instruments
PLAYALONG | S1U1L7:
Lemonade: Interactive

- Hold up** one of the Orff or other pitched instruments (or choose one of the instruments on the Virtual Mallet Percussion slide).
- Ask a volunteer to play *so* and *mi*** on G and E, and then on D and B.
- Invite students to describe** the relationship of the two pitches as they see and hear the notes they played.

Lemonade (Stereo Mix):
Audio

Have students:

- Look at** the Orff score on the Playalong slide.
- Read and clap** the rhythm notation of the soprano glockenspiel part in meter; then say the pitch syllable names of each note. (*mi, so*)
- Sing** "Lemonade" and pat the strong beat of the bass xylophone part.
- Play both parts** as an accompaniment to the song on Orff instruments or using the Virtual Mallet Percussion slide.

REACHING ALL LEARNERS | Gifted and Talented
Skilled students can try "Lemonade," as a round.

- Divide students** into two groups, and have the first group start singing first.
- Have second group** begin singing when the first group reaches the beginning of the third measure.
- Expand into** as many as four groups with third group starting when second group reaches beginning of the third measure, and the fourth group starting when the third

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

Objective:

- Cardiovascular Efficiency, Throwing

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up (5 min)

- Partner Jog (Card 11)
Need: 12" Fabric or Rope to hang on to between partners

Go Fitness (12 min)

- Crows and Cranes (Card 37)

Go Activity: Flying Disc - CATCH Challenge III (15 min) **Need:** Frisbees and Hula Hoops, Score Sheets

- Flying Disc Golf (Card 432)

Cool-down (5 min)
Need: Fitness Flash Cards (88, 89, 95, 103)
Go Loco! (Card 13)

Materials / Resources / Technology

- 12" Fabric or Rope to hang on to between partners
- Hula Hoops
- Score Sheets
- Fitness Flash Cards (88, 89, 95, 103)

Recess 1:45pm - 2:00pm

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

FRISBEE UNIT

Standards

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

4.PE.1 Use a combination of motor

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

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

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: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

the Water Music concert took place on river barges. This part of Water Music is called a hornpipe. In the 1700s, people would often do a British folk dance to hornpipes. In fact, on the first night that Water Music was performed for the king, people were most likely dancing.

LINK | Theater
Plan Party Music Handel wrote Water Music specifically for a party that King George I of England was giving. Handel's music was performed on boats floating up and down the river. Divide the class into small groups. First, have them decide upon a favorite piece of music. Then, ask them to plan how they would present it for a party. As they plan, encourage them to use props and sets for their presentation. Then have each group perform the chosen song for their classmates.

PRACTICE: Use instrumental tone colors to distinguish characters in a song.
PLAY | Playalong
iSONG | When I First Came to This Land: Interactive
Have students listen to "When I First Came to This Land," singing along as they are able.
SONG ANTHOLOGY | Grade 3: Document
Have students refer to the notation in the **Song Anthology p. 256.**
Ask them to whisper the words and perform the rhythm of the words in third line using body percussion (snap, clap, pat legs).
PLAYALONG | When I First Came to This Land: Interactive

- Have students learn** the playalong parts, practicing so they can play each rhythm accurately.
- Then have them practice** each part with the fifth phrase of the song, called my shack

this way helped to improve their performance of it.

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

Jump Rope Activities

Standards

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

K.PE.2 Perform locomotor skills in response to teacher-led creative dance.

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.7 Recognize that physical activity causes physical changes.

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



group reaches the third measure.

- **Conduct by cuing** in each group at the appropriate time.

TEACHER TO TEACHER
| Teaching with Orff Instruments
ORFF
ORCHESTRATIONS |
Grade 2: Document
Using Orff instruments for musical experiences provides students with a variety of opportunities. Have students play together as an ensemble or create an accompaniment for storytelling and movement. With their distinctive tone colors, Orff Instruments make the different parts clear and precise. Using materials that include both folk and composed music, along with chants, rhymes, and poetry, **Spotlight on Orff Orchestrations** offers instrumentation, specific methods for teaching orchestrations, as well as opportunities for creativity and improvisation. Pages iv-2 include an Introduction and General Suggestions. **Teacher plans are one the page before each score.**

PRACTICE: Read so and mi in a new song.

SING | She'll Be Comin' Round the Mountain

- **Ask students to find so and mi** in "She'll Be Comin' 'Round the Mountain." (See **Song Anthology, p. 200.**)

iSONG | She'll Be Comin' 'Round the Mountain: Interactive

Have students:

- **Listen to** "She'll Be Comin' 'Round the Mountain" and sing along.
- **Speak the words and practice playing** so and mi on toot toot.
- **Sing the song** and play so and mi on toot toot.

LINKS | Social Studies
Read:
History of Railroad Songs American railroads have always been an important part of folk art.

skills to engage in a variety of activities.

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

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

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

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

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

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

Objective:

- Cardiovascular Efficiency, Throwing

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:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

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

Objectives:

- Read songs with sixteenth-note patterns.

Lesson / Instruction
READ | Old Turkey Buzzard
CONCEPT OVERVIEW | S2U4L1: Sixteenth Notes: Interactive

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

ACTIVITY | S2U4L1: Read Sixteenth-Note Patterns: Interactive

- **Have students** review the rhythm equivalents for sixteenth notes by interacting with the slide.
- **Encourage them** to read and clap the pattern they create, and to reset the slide as often as desired to continue creating patterns.

SONG ANTHOLOGY |
Grade 5: Old Turkey Buzzard" on Song Anthology p. 186:
Document:
Have students:

break my back, playing along with the audio.

- **Next, have them** form two groups, with one group singing the song and the other group playing instruments with the appropriate phrase. Finally, have them switch groups and perform again.

EVALUATE | Instrument Choices
THINK! | S1U1L6: Instruments for Song
Characters: Interactive

- **Have students offer reasons** why the instrument assigned to go with each item, animal, or person in the song might be appropriate.
 - For example, a cowbell suggests a cow; woodblocks or temple blocks suggest the sound of horse's hooves.
- **Have students respond verbally** as they recall the characters and instrument sounds by discussing the Think! question.
- **Optional, use Resource Master 1-9, p. 10.**

REACHING ALL LEARNERS | Gifted and Talented

- **Ask students to sing** through "When I First Came to This Land," using pitch syllables and hand signs.
- **Then divide students** into five groups and have each group pick a character from the song.
- **Ask each group to decide** on an appropriate voice timbre for its character, and sing the song using that voice.

MUSIC SKILLS | Notate
ACTIVITY | S1U1L6: Notate Song Rhythm: Interactive
Notate

- **Ask students to determine** the meter of "When I First Came to This Land." (2/4)
- **Then have students review** the rhythms they know, including quarter notes, eighth notes, and quarter rests.
- **Have students write** four measures using those rhythms in meter.
 - *You may wish to aid students by*

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, dodging
- Turning, twisting, balancing, transferring weight, jumping and landing
- Stretching

Lesson / Instruction
Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)
1. People Dodge (Card 4)
Go Fitness: Limber
Limbs: Stretching Activities (10 min)
1. Stretch Routine (Card 164-165)
Go Activity: Hoop Activities (25 min)
Materials: 1 hoop per student, hoop task cards, cone for each task card
1. Hoop Stations (Card 252-261)



Composers were fascinated by railroads, and railroad songs became a part of American music. As tracks began to crisscross the continent during the late nineteenth century, songs were composed to greet and honor the arrival of the "iron horse." Also, the laborers who laid mile after mile of tracks sang songs as they worked.

HISTORY AND CULTURE

| She'll Be Comin'

'Round the Mountain

Read:
"She'll Be Comin' Round the Mountain" was originally an African American spiritual. It became a popular Appalachian song when workers laying railway tracks heard it and began singing it while they worked. Soon, railway workers all across America were singing "She'll Be Comin' 'Round the Mountain." At that time, the arrival of a train into a small country town, bringing people or goods from another town, was considered a special occasion.

MUSIC SKILLS | Sing

- Sing**
- **Divide students** into two groups.
 - **Have the first group** sing the lyrics to "She'll Be Comin' 'Round the Mountain."
 - **Have the second group** says the toot toot, whoa back and yum, yum parts on so and mi.
 - **If time permits, switch** roles and repeat.

PROGRESS

CHECKPOINT

PLAYALONG | S1U1L7:

Lemonade: Interactive

Informal Assessment

- **Have students sing** the soprano glockenspiel part for "Lemonade" on B and D with pitch syllables and hand signs.
- **Have them sing it again** with their eyes closed.

Optional Reteaching

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up (5 min)

- Partner Jog (Card 11)
Need: 12" Fabric or Rope to hang on to between partners

Go Fitness (12 min)

- Crows and Cranes (Card 37)

Go Activity: Flying Disc - CATCH Challenge III (15 min)

- Need:** Frisbees and Hula Hoops, Score Sheets
1. Flying Disc Golf (Card 432)

Cool-down (5 min)

- Need:** Fitness Flash Cards (88, 89, 95, 103)
- Go Loco! (Card 13)

Materials /

Resources /

Technology

- 12" Fabric or Rope to hang on to between partners
- Hula Hoops
- Score Sheets
- Fitness Flash Cards (88, 89, 95, 103)

- **Pat a steady beat** and say the rhythm of the song using syllables of your choice for sixteenth, eighth, dotted eighth, and quarter notes.

PITCH SOUNDS AND

SYMBOLS: Interactive

- **Use the Settings button** on this slide to choose Scale = do pentatonic and Pitch for do = C.
- **Invite students** to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order, and to practice singing along using the hand signs.

Have students:

- **Look at Song Anthology p. 186** again to find *do* on the staff and name the other pitches in the song (*the space below the staff, re, mi, so, la, do'*)
- **Sing** the song with pitch syllables and hand signs.

iSONG | Old Turkey

Buzzard: Interactive

- **Ask students** to sing "Old Turkey Buzzard" with the words.

MUSIC SKILLS | Play,

Notate, and Compose

PLAYALONG | S2U4L1:

Old Turkey Buzzard:

Interactive

Play

- Students stand in a circle, with one standing in the middle as "it."
- "It" plays the following ostinato on a hand drum as he or she moves around the circle to the song.
- The students in the circle sing the song together.
- "It" comes up to a student and the class substitutes that student's name for Sally King.
- That student is now "it" and the game begins again.

VIRTUAL FRETTED INSTRUMENTS | Strings

(Bass, Guitar, Banjo,

Ukulele): Interactive

Play

- **Have students play** a C-G7 chord accompaniment to "Old Turkey Buzzard" on guitar if students know those chords.
 - The Virtual Guitar, Banjo, or Electric

writing the first measure.

Apply and Close

PRACTICE: Identify unpitched instrumental tone colors.

DESCRIBE | Instrumental Tone Colors

- **Point out** to students that the instruments they played are all classroom percussion instruments but come from different groups or families.
- **Have students categorize** the instruments as *shakers, metals, woods, and drums.*
- **Ask them to explain** the sound of each type of percussion instrument.
- **Encourage students list** any other instruments they know that come from each group.

LISTEN | Instrument

Groups

- **Have students volunteer to name** the instrument group as you play one or more instrument from each group.

TEACHER TO TEACHER

| Alternate Sounds

Alternate Sounds As an alternative, or in addition to using unpitched percussion instruments to accompany "When I First Came to This Land," you may wish to have your students explore alternate sounds sources. Guide students to find or make simple instruments from classroom objects:

- woods* - desks, shelves, doors
- metals* - trash cans; scrapers/shakers —radiator grating, math counters in a plastic container
- drums* - upended trash cans
- mallets* - pencil erasers

LINK | Art

Decorate Instruments

Simple instruments that can be made and decorated include: woods —rhythm sticks made of dowels of various lengths; metals —wind chimes of nails hanging from a metal

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.



- **Review** pitch syllables and hand signs for the instrument part of "Lemonade."
- **Have students choose partners** and watch one another singing the part, helping and commenting as needed.

WRAP UP

ACTIVITY | S1U1L7: So and Mi: Interactive

- **Have students recall** what happens when so and mi are in different places. (Their relationship to each other stays the same.)

She'll Be Comin' 'Round the Mountain (Stereo Mix): Audio

- **Invite students to sing** "She'll Be Comin' 'Round the Mountain" once more.

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

Recorders: Practice Playing all the Way through Together

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:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

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

Bass may also be used for chords or chord roots.

- **Play on the beat** using the pattern: CC CG CC G7C.

RESOURCE MASTERS| Grade 5: Resource Master R-13, p. 123: Document

Notate

- **Fill out worksheet** or more practice writing and playing sixteenth notes

Practice Ukulele and vocal songs for Holiday Concert

hanger with nylon fishing line; scrapers/shakers — beans or rice in plastic soap dishes; drums —empty coffee cans with lids. Provide mixed media supplies, such as paint, tissue paper, glue, and construction paper and encourage students to decorate instruments for a performance.

PROGRESS CHECKPOINT

Alla Hornpipe from Water Music Suite in D Major (Handel): Audio

Informal Assessment (Show that you can tell the difference between sounds of metal instruments, wood instruments, and drums)

- **Tell students to signal** with one hand in the air when they hear metals, two hands when they hear woods, and no hands when they hear drums.
- **Have them listen with eyes closed and signal** to categorize each percussion instrument as you play metal instruments, wood instruments, or drums.

Optional Reteaching

- **Have students listen** to "Hornpipe" again without the listening map and raise their hands when the tone color changes.

WRAP UP

SONG | When I First Came to This Land: Interactive

- **Have students describe**, in their own words, the meaning of tone color.
- **Have them recall** the beginning of the lesson and tell what kind of voices sang "Egy üveg alma." (children's singing voices)
- **Then ask them to explain again** the sounds the brass instruments they heard in "Hornpipe" and the percussion instruments they played.
- **Invite them to play along** with "When I First Came to This Land" on their chosen instruments.

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

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



harmonic musical ideas.

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:Pr4.2.5a 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

Grade 4 | Section 1:Unit 1: Lesson 5: Phrases for the Morning

Standards

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

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: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: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,

- 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)

1. The S Trail (Card 7)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

1. Let's Stick Together (Card 167)

Go Activity: Jump Rope

Activities (25 min)

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

1. Freestyle (Card 274)

Materials: 1 jump rope per student, *Jump Rope Task Cards* (282-294)

REVIEW: 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



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:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Objectives:

- Students will work on playing the recorders in sync through the entire piece of music for the Holiday Concert

Break 2:30pm - 2:45pm

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

**Grade 5 | Section 2:
Unit 3: Lesson 6:
Sing in Six/Eight
Meter**

Standards

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

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

purposes, or contexts.

Objectives:

- Signal to identify two phrases as alike, similar, or different.

Lesson / Instruction

Motivate

EXPLORE: Move with phrases.

INTRODUCTION

CONCEPT OVERVIEW |

S1U1L5: Phrases for the

Morning: Interactive

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

Morning Has Broken

(Stereo Mix): Audio

- **Tell students they will draw** large arches over their heads with their hands as they listen to a song.
- **Have students imitate you** as they listen to "Morning Has Broken," drawing arches and reversing direction at the end of each phrase, moving slowly to reach the other side at the end of each phrase.

Develop

LABEL: Define phrase.

SING | Morning Has

Broken

iSONG | Morning Has

Broken: Interactive

Have students:

- **Read about** phrases, then sing "Morning Has Broken."
- **Refer to the Song Anthology notation p. 146** and identify where each phrase begins, using the phrase marks as a guide.

Recall Story Details

- **Listen to** the phrases again to see if the notes are smooth and connected (legato) or short and crisp (staccato); discuss that the phrase marks can mean smooth and connected.
- **Sing** the song again, then compare and contrast the phrases, describing them in terms of length, melodic contour, lyrics, and any other observations they can make. (length—all same; contour—some move up, some move mostly down, but none have quite the same

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)



MU:Re7.2.5a Demostrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Objectives:

- Read fa and ti in six-eight meter.

Lesson / Instruction

READ | Vive l'amour

CONCEPT OVERVIEW | S2U3L6: Sing in Six/Eight Meter: Interactive

Have students:

- Practice clapping or playing the three patterns.
- Identify the meter signature of the rhythm patterns. (6/8)
- Explain what the compound duple meter signature means. (dotted quarter note gets the beat, there are two beats in a measure, each beat can be divided into three smaller beats)

PLAYALONG | S2U3L6:

Vive l'amour: Interactive

Have students:

- **Refer to** the notation of "Vive l'amour" on Song Anthology p. 275.
- **Identify** the fermata at the beginning of the song and recall its meaning.
- **Read** the words of the first verse in rhythm, patting to the beat, or conducting in meter.
- **Notice where** 3 rhythm patterns clapped are in song. (Pattern 1: mm 1–2, 5–6, 9–10, 11–12; Pattern 2: mm. 3–4, 7–8, 15–16; Pattern 3: mm. 13–14)
- **Identify** the form. (AB or Verse/Refrain)

PITCH SOUNDS AND

SYMBOLS: Interactive

- **Use the Settings button** on this slide to choose Scale = major and Pitch for do = G.
- **Deselect so la ti do |** and select the lower so | la | ti | in the Pitch Syllables column. (These selections will enable students to practice with all the pitches of "Vive

melody; lyrics—some similar, but no phrases exactly the same)

(Use the recorded accompaniment or Piano Accompaniments p. 183 as appropriate.)

LISTEN | Morning Has Broken

LISTENING | Morning Has Broken: Interactive

- **Invite students to listen** to "Morning Has Broken" as performed by Art Garfunkel.

MEET THE MUSICIAN | S1U1L5: Arthur "Art" Garfunkel: Interactive

- **Ask a volunteer to read** aloud the biography of Art Garfunkel.

ACTIVITY | S1U1L5:

Identify Instruments: Interactive

- **Have students listen again** to Garfunkel's performance to identify and categorize the instruments they hear. (piano, cello, violin; keyboard and strings)
 - (You may wish to compare these instrument to those used on the student recording: piano, guitar, bass.)

HISTORY AND CULTURE

| Arthur "Art" Garfunkel

Arthur "Art" Garfunkel (b. 1941) Best known for being part of the folk duo Simon & Garfunkel (along with Paul Simon), Art Garfunkel has won Grammy awards and a Grammy Lifetime Achievement award, received a Britannia award for "Bridge Over Troubled Water," and sold more albums than any other recording duo: 14 million+ units of their 1972 Greatest Hits collection. In addition to singing and songwriting, Garfunkel has experience in acting, poetry writing, and long distance walking. He completed a walk across the United States in 1996!

MUSIC SKILLS | Analyze, Form, Vocal Development, and Read



l'amour" except for low B or mi | .)

- **Invite students to explore** clicking the pitch syllable names below the staff to hear each pitch sung, in any order, and to practice singing along using the hand signs.

Have students:

- **Continue to read** the notation on Song Anthology p. 275 to identify do. (G on line 2)
- **Name** all of the pitches in the song. (low mi, low so, low la, low ti, do, re, mi, fa)
- **Find** repeated phrases. (lines 1 and 2)
- **Sing** the patterns in the song that contain ti and the patterns that contain fa.
- **Sing** "Vive l'amour" with pitch syllables.

iSONG | Vive l'amour:
Interactive

Have students:

- **Sing** the song with the words.
- **Review** which meter signature they know for compound duple meter and what that term means.

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

- **Have students** form groups to clap or play each ostinato while the class sings the song.

MOVEMENT | Locomotor
Movement
Locomotor Movement:
Vive l'amour Have students learn the dance.

Formation: Traditional square dance formation (four couples, one on each side forming an imaginary square, boy to left of girl partner).

Verse: With arms crossed and hands joined, all circle partners counterclockwise for 8 steps. Turn and repeat with left hands joined, circling clockwise 8 steps.

Refrain: Boys side-gallop (sashay) around the square, behind the girls, going one position past their previous partners to the next girl, who becomes

SONG ANTHOLOGY |
Grade 4: Document

- **Ask students to identify** the phrases in "Morning Has Broken." (Each line of the song contains two phrases.)
- **Also ask students to identify** how many phrases there are in the song. (8)

RESOURCE MASTERS |
Grade 4: Document

- **Use Resource Master 1•9, p. 10** for more practice with form using previously learned songs. The **Answer Key is on p. 180.**

iSONG | Morning Has Broken: **Interactive**
Vocal Development

- **Listen to** the Art Garfunkel's version of "Morning Has Broken" along with your students, pointing out how Art Garfunkel phrases the lyrics.
- **Invite students to sing** through the song during the second listening, encouraging proper breath control and precise diction.

Read

- **Guide students to expand** on previously learned notation to include dotted half notes:
- **Explain** that a dotted half note lasts for three beats.
- **Have them listen to "Morning Has Broken"** and move from side to side in their seats to the strong beat.
- **Tell them** that the strong beats on the words "bro-ken" and "morn-ing" in this song are notated as dotted half notes.
- **Have students look at** the iSong and help them identify the dotted half notes above those words.

LINKS | Reading
POETRY | S1U1L5: The Inward Morning:
Interactive
Poetry

- **Have students read** the stanza from "The Inward Morning" by Henry David Thoreau.
- **Ask the class to compare and contrast** the feeling in this poem with the words of "Morning Has Broken."



their new partner. The dance is repeated.

MOVEMENT | Patterned Movement

SOM G5 | JJ

Choreography Viva l'amore

Split Screen: **Video**

Performance

Choreography: Vive l'amour

- **Have students learn** John Jacobson's performance choreography for "Vive l'amour."

MUSIC SKILLS | Notate

ACTIVITY | Staff Paper |

Four 5-line Staves:

Interactive

Notate

- **Have students** notate the pitches of the song in order of appearance, without duplicating any, on the first staff.
- **Guide them** to include the treble clef and any accidentals needed.
- **Have them** then notate the same pitches but reorder them from lowest to highest on the second staff. Finally, have them write the notes of a G-major scale, starting on G, on the third staff.
- **Invite them** to compare the scale to the pitch set on the second staff.
- **Point out** that the pitch set includes all the notes of a major scale.

LISTEN | Vinqo

LOCATOR MAP | South

Africa: **Interactive**

- **Ask students to locate** South Africa on their locator maps.

GLOBAL VOICES | Vinqo

(About): **Video**

- **Have students watch** the video about South Africa and "Vinqo."
- **Discuss** any of the information that students find interesting or on which they have questions. (The word Xhosa is usually pronounced ko za with a clicking sound at the beginning.)

GLOBAL VOICES | Vinqo

(Song): **Video**

- **Ask students to watch** the video of a performance of the song "Vinqo."

GLOBAL VOICES |

S1U1L5: Vinqo:

Interactive

- **Have students read about** "Vinqo" and listen to the song.

GLOBAL VOICES | Vinqo

(Speak All): **Video**

- **Have students watch and listen** to the pronunciation video for the song.

GLOBAL VOICES | Vinqo

(Sing): **Video**

- **Have students sing** "Vinqo" while watching the video.

MOVEMENT |

Background to Vinqo

GLOBAL VOICES | Vinqo

(Action Movement

Instruction): **Video**

Background: "Vinqo"

The traditional dance for "Vinqo" is performed in a formation of two lines facing. During the A section, the lines should take turns performing movement and singing. The students should use strong arm gestures to show the steady beat. During the B section, both lines should move simultaneously, using the side-close step and strong arm gestures to show the steady beat. The dance ends with a large jump in place.

- **Invite students to learn** more about the



traditional movement for "Vinqo."
• **Play the video** "Viquo" (Song) again and have students do the song.

GLOBAL VOICES | Vinqo
(Action Make Your Own Rattles): **Video**

- **Suggest** that students can make rattles for the dance from "found" materials in their neighborhood.
- **Have students watch** the video for ideas.

LINKS | Social Studies

South Africa

- **Invite students to research** South Africa, using the internet and their library as sources, and report on their findings.
- **Guide them to find** characteristics they have in common with South Africans and that the United States has in common with South Africa.
- **Encourage them to think about the** differences South African students might notice if they were to visit your school.
- **Ask them to write or illustrate** a short original report citing several sources, reminding them not to copy others' work or to make up facts.
- **Have students create a bulletin board** that shows what they discover about South Africa.

HISTORY AND CULTURE

"Clicks" in African Languages

GLOBAL VOICES | Vinqo
(About Click): **Video**

"Clicks" in African

Languages The letter q in many languages of the southern part of African stands for a click. Invite students to listen carefully to the word vinqo for the percussive sound that is made by clicking or popping the tongue against the upper palate. In the word vinqo the position of the tongue on n is close to the position for the click. Slowly pronounce no and gradually insert the click in between the n and the o.

PRACTICE: Listen for phrases.

LISTEN | Vinqo Phrases

Have students:



- **Listen to "Vinqo" again**, this time following the lyrics in the video, noticing the questions and answers of the verse and listening for the tongue clicks. (Vinqo is a child's name.)
- **Discuss** that each of the questions and answers is a phrase.
- **Identify phrases** in the refrain.

PRACTICE: Aurally identify same and different phrases and describe phrase form.

ANALYZE | Phrases and Phrase Form

ACTIVITY | S1U1L5:

Identify Form: **Interactive**

- **Have students read** about phrases.
- Then have them listen to "Vinqo" and identify the phrases described, patting with one hand each time they hear the a phrase start and raising the other hand each time they hear the b phrase start.
- **Have them label** the phrase form in this song as a a a a a b b

Apply and Close

PRACTICE: Identify similar phrases.

LISTEN | Similar Phrases

iSONG | Li'l 'Liza Jane:

Interactive

- **Have students listen** for phrases in "Li'l 'Liza Jane."
- **Guide them to show** where each of the four phrases begins by moving their arms in arches overhead.
- **Have students consider** whether the phrases they hear are the same, different, or a third possibility—similar.
- **Tell them** that similar phrases are almost the same but have some differences.

As a further demonstration, play the first four-measure phrase (or question) of the verse of "Li'l Liza Jane" on an instrument.

- **Ask a student to play** the next four-measure phrase (or answer) on another instrument. Have listening students point out what is the same and what differs in each pair of phrases.
- **Discuss that the rhythms** are exactly



the same and the pitches vary in the second half of each phrase.

- You may wish to repeat the activity with two students playing the question and answer phrases of the refrain.

PROGRESS

CHECKPOINT

Informal Assessment

Tell students they will signal after hearing two phrases to show whether the second is the same as, different from, or similar to the first. Have students listen with eyes closed as you sing the first two phrases of "Li'l 'Liza Jane" on the syllable loo and signal with one finger for same, two for different, and three for similar. (similar)

Optional Reteaching

Sing or play the first phrase of "Li'l 'Liza Jane" on a neutral syllable for the students.

- Tell them to stand only if they hear the same phrase.
- Then sing or play the first phrase again. (Students should stand.) Sing or play the second phrase. (Students should sit.)
- Repeat the first and second phrases until students recognize the difference in these two phrases.
- Repeat with the third and fourth phrases.

WRAP UP

iSONG | Morning Has

Broken: **Interactive**

- Have students recall that phrases can be the same, almost the same, or different.
- Have them review how they identified and then labeled the phrase in "Vinqo."
- Ask students what symbol they learned can explain smoothly connected, or legato, sounds.
- Then ask them to recall and categorize the instruments they heard in the two recordings of "Morning Has Broken."
- Finally, invite students to sing the song.