



Monday 11/27/2023	Tuesday 11/28/2023	Wednesday 11/29/2023	Thursday 11/30/2023	Friday 12/01/2023
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	DeSmet Community Dinner 6-8:30pm
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	Breakfast Duty 8:00am - 8:30am
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	Band/Choir - 7 & 8 (Woodwinds) 8:35am - 9:30am
<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>



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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:Pr4.3.7a 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.

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



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

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

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

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- 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

Clarinet Solo: Izzy:
National Anthem
Girl's Vocal Quartet with Piano: Annabelle, Elsa & Izzy w/ Logan at Piano:
Jingle Bells
Piano Solo: Ella Hankel:
One Summer's Day
Vocal Solo: Mya Sheets:
Last Christmas
Guitar Solo: Logan Ruiz:
Silent Night
Band Instrumental: All Students: **I Want a Hippopotamus for Christmas**
Boy's Vocal Ensemble: Christian, David, Garrett, Ian, Jameson & Kellen: **Let It Snow**

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

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Unit 2: Making Friends: Unit Assessment: Spotlight Your Success!

Objectives:

- Test students on Unit 2 concepts

Lesson / Instruction

Vocal: All Students:

Christmas Tree, Reindeer, Bell Song

Bell Choir: All Students:
Jingle Bells

UNIT REVIEW

iSONG | Rise, Sally, Rise:
Interactive

Unit Review

- **Remind children** that in this unit they have learned about the variety of sounds in music, explored long and short sounds, and talked about melody.
- **Have children perform the movements** while listening to "Rise, Sally, Rise." 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.

For individualized online assessments, go to the Assessments tab in the main menu and assign tests to children.

REVIEW

UNIT REVIEW | S1U2UA:

Review: Interactive

- **Display** the slide Unit 2 Review.
- **Read each question aloud** while showing the possible answers to the class.
- **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.

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.

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.

Section 1: Unit 2: Lesson 2: Rhythm and Beat

Standards

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

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

MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

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

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

MU:Re9.1.2a Apply personal and

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.

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

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

Section 1:Unit 1: Lesson 7: More Steady Beat

Standards

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

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

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive



- (1. triangle; 2. hand drum)

LISTEN
UNIT REVIEW | S1U2UA:
Listen: Interactive

- Guide children to look at any visual representations shown. U
- Use the slide Unit Review: Listen.
 - Read Question 1 and have children listen to the sounds.
 - 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. Ask a volunteer to answer Question 2.
 - (1. upward: stars moving up; 2. downward: leaf moving down)

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

Standards

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

MU:Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

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

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

MU:Pr6.1.2a Perform music for a specific purpose with

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.

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.

expressive preferences in the evaluation of music for specific purposes.

Objectives:

- Clap to show the rhythm of one's own first name.

Lesson / Instruction

Vocal: All Students: **Deck the Halls**
Vocal: All Students: **O' Christmas Tree**

INTRODUCTION
CONCEPT OVERVIEW | S1U2L2: Rhythm and Beat: Interactive

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

iSONG | Alphabet Song: Interactive

- Have children sing "Alphabet Song," moving with the steady beat.
- Ask children if all the beats had just one sound on them. (no)
- Tell them that today they will listen for how many sounds are on a beat.

MOVE | Clapping the Rhythm
RESOURCE MASTERS | Grade K: Document: Resource Master 2•2, p. 17

- Have children sing the song again as they mirror you, clapping on each syllable.

DESCRIBE | Rhythm

- Guide children to describe that they clapped for each sound they sang. Tell them that these longer and shorter sounds are called **rhythm**.

SING | Alphabet Song
Alphabet Song (Stereo Mix): Audio
ACTIVITY | S1U2L2: Rhythm and Beat: Interactive

- Divide the class into two groups and have them sing the song, stopping after "P."
- Point to each beat bar in the slide **ACTIVITY | Rhythm and Beat** and have Group 1 pat with the beat and Group 2 clap the rhythm.
- Switch roles and repeat. Then have the class sing the entire

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 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
- Relationships (with people, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

1st Grade:

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

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

- Partner High-5 Together (Card 12)

qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

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

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

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:

- Create and perform 4-beat body percussion patterns.

Lesson / Instruction

Vocal: All Students: **Up on the Housetop**
Vocal: All Students: **Rudolph the Red Nosed Reindeer**

INTRODUCTION
CONCEPT OVERVIEW | S1U1L7: More Steady Beat: Interactive

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

LISTENING | S1U1L3: Vhaya Kadhimba: Interactive

- Invite children to listen to "Vhaya Kadhimba" again.



expression and technical accuracy.

MU:Pr6.1.2b Perform appropriately for the audience and purpose.

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

MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

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

Objectives:

- Perform original melodies, accompanied by found sound instruments.

Lesson / Instruction

Vocal: All Students: **Winter Wonderland**

Vocal: All Students:

INTRODUCTION

CONCEPT OVERVIEW | S1U1L8: What Is That Sound?: Interactive

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

POETRY | S1U1L8:

Together: Interactive

- Invite students to listen as you read the poem "Together," varying tone color and dynamics for expressive effect.
- Read the poem again and have students echo you, line by line.
- Briefly discuss the poem's meaning.
- Tell students that in this unit they have learned that doing things together can be helpful and fun.

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 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

song, patting to the beat.

LINKS | Language Arts

Sound/Symbol

Correspondence

- Point to one letter at a time on the slide, determining if children know the letter's name.
- If they don't, say each one as you point, having them repeat.
- Then have them say the letter names without you saying them first.
- Repeat the activity, this time using the letter's sound, rather than its name.

LISTEN | Laranjeiras

LISTENING | Laranjeiras: Interactive

- Invite children to listen to "Laranjeiras" from Saudades do Brasil by Darius Milhaud, patting to the beat to notice a slight pause. (near end)

ACTIVITY | S1U2L2:

Rhythm Pattern:

- Help them say the rhythms in the slide. (Using the iconic representation is preparatory for reading quarter, paired eighth, and half notes.)
- Have children listen again to "Laranjeiras" and clap the rhythm pattern when they hear it. (Some children may notice only the underlying pattern.)

TEACHER TO TEACHER

| Tapping the Rhythm

Tapping the Rhythm At this grade level, tapping the rhythm of the words does not involve using rhythm syllables. Tapping each syllable of animal names or other words can help children understand the idea of the rhythm of words rather than beat.

LINKS | Science

ACTIVITY | S1U2L2:

Trombone: Interactive

Science: Brass

Instruments As children look at the trombone on the slide, tell them that it is a low-pitched brass instrument.

ACTIVITY | S1U2L2: Brass

Family: Interactive

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: 1 cone per pair of students

- Short Story Stretching (Card 171)

Go Activity: Jump Rope

Activities (25 min)

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

- Follow Me (Card 278)

Materials: 1 jump rope per student, *Jump Rope Task Cards*

Glossy of Terms:

Walk and

Jump: Turn rope while

walking

forward

Double

Bounce:

Jump with

both feet twice

for each rope

turn

Single

Bounce:

Jump with

both feet once

for every rope

turn

Straddle:

Jump and

land with feet

apart or

together

Skier: Jump

side to side

over a line

Hop: Jump on

one foot

Rocker: Start

with 1 foot in

front (keep

that foot in

front) and rock

from the front

foot to the

back foot

"X": Cross

one foot in

front of the

other and

jump, uncross

and jump

Backward:

Turn rope

backward and

jump

Bell: Jump

forward and

backward

over a line

Have them identify the body parts that make sounds in this game. (hands clapping, foot on the ground)

- Tell them that the body is an orchestra of sounds.
- Explain that they will discover some of those sounds and will combine them with the steady beat.

MOVE | A Sailor Went to

Sea, Sea, Sea

iSONG | A Sailor Went to

Sea, Sea, Sea: Interactive

- Invite children to listen to "A Sailor Went to Sea, Sea, Sea," doing the following actions with the steady beat:

- sea —salute
- chop —right hand chop inside left elbow joint
- knee —right hand chop side of knee
- shoo-bop-shuh-bop —wiggle hips with alternating index fingers pointing in air

SONG ANTHOLOGY |

Grade 1: Document

Have children:

- Sing the song with the actions.
- Sing the first verse, patting with the beat, then learn the hand-clapping game. (See next blade below.)
- Identify their movements as matching the steady beat.

MOVEMENT | Patterned

Movement

"A Sailor Went to Sea, Sea, Sea" Have children choose partners. Partners face each other to sing and pat with the steady beat. Start on the upbeat.

On the first line:

A	Clap own
hands together	
sail-	Clap hands
with partner	
-or	Clap own
hands together	
went	Clap right
hand with partner	
to	Clap own
hands together	
sea sea sea	Clap
partner's hands	3x quickly

Children continue this pattern for each line.



- They will now see how creating music together can also result in some surprising sounds.
- They will start with a song about being together.

Develop
EXPLORE: Compare sounds of brass instruments and voices.

LISTEN | Ach, du lieber

Augustin

- Invite students to look at Germany on the map.

Ach, du lieber Augustin

(The More We Get

Together) (Stereo Mix):

Audio

Have students:

- Listen to "Ach, du lieber Augustin" and perform a pat-clap-clap pattern with the beat.
- Identify the brass instruments in the song.
- Discuss the sounds of the brass instruments and how they sound different from the sounds of voices.

SING | Ach, du lieber

Augustin

iSONG | Ach, du lieber

Augustin (The More We

Get Together): Interactive

- Guide students to talk about the meaning of the song. Invite them to listen to the song and sing along, as they are able.
- Have them sit, with arms across the shoulders of their neighbors, in rows of five and sway to the strong beat.

PRONUNCIATION | Ach,

du lieber Augustin

iPRONUNCIATION | Ach,

du lieber Augustin (The

More We Get Together):

Interactive

- Have students listen to the pronunciation for "Ach, du lieber Augustin" and practice the words.

LINKS | Social Studies

Read:

German Folk Music

Germany is the largest country in western Europe, and its traditional folk music varies from region to region. In southern Germany, yodeling songs are often accompanied by traditional instruments like

- Develop cardiovascular fitness, practice basic jump rope skills
- Relationships (with people, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

Kindergarten:

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

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

1. Partner High-5 Together (Card 12)

Go Fitness: Limber

Limbs: Stretching Activities (10 min)

Materials: 1 cone per pair of students

1. Short Story Stretching (Card 171)

Go Activity: Jump Rope

Activities (25 min)

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

1. Follow Me (Card 278)

Materials: 1 jump rope per student, *Jump Rope Task Cards*

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

Explain: Other brass instruments are the trumpet, French horn, and tuba.

- Have children listen to examples on the **ACTIVITY | Brass Family slide.**

Explain: Brass players create sound by buzzing: breathing air through lips lightly pressed together. The mouthpiece and tubing make the sound more resonant. On the trombone, higher and lower pitches are created by moving the slide up and down, thereby changing the length of the tubing.

MOVE | Like a Favorite

Animal

- Have children listen to "Larenjeiras" again, moving like a favorite animal and pantomiming playing the brief trombone solo.

LISTEN | Animal

Rhythms

POETRY | S1U2L2:

Animal Rhythms:

Interactive

iSONG | Animal Rhythms:

Interactive

- Have children listen as you say "Animal Rhythms," then echo each line.
- Use the interactive speech piece.

MOVE | Animal Rhythms

Animal Rhythms (Stereo

Mix): Audio

- Ask students to think of other animals and clap the rhythms of their names.
- Have them echo you in clapping the rhythms of two of their suggested animal names and tell which names you clapped.
 - Two examples: **ant-eat-erbear**
- Repeat this activity on other days with categories such as food, days of the week, sports, or colors.

MOVEMENT | Non-

locomotor Movement

Non-locomotor

Movement: Animal Rhythms Begin early to relate word rhythms to the beat. Have children perform body percussion to the beat while speaking

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)

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

Section 1: Unit 1: Unit Assessment: Spotlight Your Success!

Standards

MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU:Cr3.2.3a Present the final version of

PLAY | A Sailor Went to Sea, Sea, Sea

PLAYALONG | S1U1L7: A Sailor Went to Sea, Sea, Sea: Interactive

1. Add one family of unpitched instruments to each of the repeated words for "A Sailor Went to Sea, Sea, Sea." For example: sea = drums, chop = metals, knee = woods, shoo-bop-shuh-bop = scrapers and shakers.
2. Once all instruments have been assigned, have children perform the piece by singing and playing instruments, then practice inner hearing by singing the song "in their heads" (using their inner voice) and playing the instruments at the correct times.
3. Repeat the activity to assess whether children used their inner voice effectively to keep track of the song while playing.

You may wish to combine two four-beat patterns to make eight-beat patterns.

LINKS | Social Studies

Read:

Merchant Marine Share this information with children and lead a discussion about it. Describing the achievements of America's Merchant Marine during World War II, President Franklin Roosevelt said: "Mariners have delivered the goods when and where in every theater of operations and across every ocean." In addition to the Merchant Marine, many national organizations train people for careers at sea, including the Coast Guard, the Marine Corps, and the Navy. Ask children if they know anyone who has worked on a ship. Then ask them how information about ships relates to a song they sang today. (The song "A Sailor Went to Sea, Sea, Sea" is about sailors, and sailors work on ships like those of the Merchant Marine or in the Navy.)



the button accordion, the hammered dulcimer, and the zither. In eastern Germany, traditional polkas and waltzes are combined to make Zwiefache. Some German folk tunes arise out of traditional occupations—for instance, the “Shoemaker’s Dance” imitates the hammering of nails.

EXPLORE | Scraps Arts Music

ACTIVITY | S1U1L8:

Scrap Arts Music:

Interactive

- **Have students look at** the picture of the performing group, Scrap Arts Music
- **Ask a volunteer to read** aloud about the group.

MEET THE MUSICIAN | S1U1L8: Gregory Kozak:

Interactive

- **Ask a volunteer to read** about Gregory Kozak.

HISTORY AND CULTURE | Scrap Arts Music

Read:
Scrap Arts Music This dynamic group of five percussionists combines music with science, theater, and visual arts. Gregory Kozak, who founded the group, writes the music and makes the instruments they play. He builds the instruments literally from “scrap” materials, such as sewer pipes or discarded objects from industrial machine shops. Based in Vancouver, Scrap Arts Music has performed in festivals and schools across Canada, the United States, and the United Kingdom.

LISTEN | Assembly Required

iLISTENING MAP | Assembly Required:

Interactive

Discuss with students that the title of the music, “Assembly Required,” refers to items that need to be put together in order to make them work or be

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 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

rhythms. Gradually add more rhythms and body parts. To begin, pat knees steadily 8 times, saying ele-phant 4 times. Then alternate between ele-phant and ant-eater for 8 beats. Finally, say ele-phant, ant-eater, puppy-dog, bear (rest). After children can speak a series of words with one movement, use two body parts, then four, such as knee-toe and head-shoulder-waist-knee.

REACHING ALL LEARNERS | Gifted and Talented

Gifted and Talented
Children who can maintain a steady beat could play the drum or tambourine on the beat while the others are saying and clapping their first names. Challenge those who can easily clap their first name to clap both their first and last name.

LISTEN | Name Game

SONG | Name Game:

Interactive

- **Have children listen to** “Name Game” and pat with the beat.

SING | Name Song

Name Game (Stereo Mix):

Audio

Invite children to:

- Echo-say the rhythm of the words, one measure at a time.
- Echo-clap one measure at a time. (Encourage children to use their inner voice.)
- Echo-sing the words.
- Sing along as they can with “Name Game.”

LINKS | Reading

Reading: Beginning Sounds

When students are lining up at the end of a lesson, invite a child to choose a letter sound, then work together to say the names that begin with that sound. For example, if the child chooses d , have children name the classmates whose names begin with d , such as David and Donna. You may then try changing every child’s name to begin with the selected

personal created music to others, and describe connection to expressive intent.

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

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

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

Objectives:

- Unit 1 Goals: Review and Assess for mastery

Lesson / Instruction

Vocal: All Students: **12 Days of Christmas Boomwhackers:** All Students: **Frosty the Snowman**

UNIT REVIEW

iSONG | Sweet Potatoes:

Interactive

Unit Review

- **Remind students** that they have heard game songs, folk songs, and songs with words that do not mean anything! They have also listened for rhythm and beat and for the shapes of melodies.

Have students:

- **Sing one verse** of “Sweet Potatoes,” with half the class patting with the beat and the other half clapping the rhythm.
- **Switch** roles and repeat.

iSONG | The Happy Wanderer: Interactive

Then, ask students to:

PERFORM | Body

Percussion with March

iLISTENING MAP | March from Children’s Games:

Interactive

- **Have students tap** the steady beat on the highlighting boots as preparation for performing body percussion with the beat.
- **Set the slide to Audio Only** and ask them to tap the boots without the highlighting to assess whether they have their steady beats ready.
- **Invite children to listen** to “March.”
- **Ask them to imitate you** as you keep the steady beat using different body percussion sounds such as clapping, patting, stamping, and tapping shoulders or head.
- **Tell the children** that what they were doing is called *body percussion*, using the body as a percussion instrument.

CREATE | Body

Percussion Pattern

ACTIVITY | S1U1L7: Body

Percussion Beats:

Interactive

Have children:

- **Echo your** four-beat patterns with claps, pats, stamps, and snaps (or shoulder taps), and describe each body percussion sound they used.
- **Each create** a four-beat pattern (one sound per beat) using various kinds of body percussion.
- **Have children volunteer to lead** their pattern for echoing by the class.

READ | Body Percussion

Patterns with Pictures

GRAPHIC ORGANIZER |

Block Organizer—4x4:

Interactive

Have children:

- **Watch as you display** four different patterns created by children. (See slide in lesson section blade above.)
- **Read and perform** each pattern, following the series of four body percussion pictures, one per beat, from the slide.
- **Have volunteers** come up to the whiteboard to create



useful. Although the music does not specify what item needs to be assembled, this Listening Map represents one possibility—the steps necessary to make ice cubes.

Have students:

- **Listen to** "Assembly Required," noting the story of the assembly and listening for clues about the instruments.
- **Tell the story of the assembly**, giving as many details as possible.
- **Guess what the musicians are using for instruments.**

Ach, du lieber Augustin (The More We Get Together) (Instrumental): Audio

- **Ask students to compare** the sounds in this music to the sounds of brass instruments in the instrumental version of "Ach, du lieber Augustin."

Compare and Contrast

- **Have them describe** the tone color (or special sound) of the instruments in "Assembly Required"
- **Make educated guesses** as to what materials the instruments are made of. (tone color: deep pitched, mellow, percussive, and so on; possible materials: plumbing pipes of varying sizes, plastic tubes)

LISTENING | Interview with Gregory Kozak: Interactive

- **Have students listen** to the recorded interview with Gregory Kozak.

MUSIC SKILLS | Listen Form

- **Point out** the form diagram at the bottom of the listening map.
- **Point out to students** that there is a "rhythm break," or bridge, between the major lettered sections.
- **Click on** the Rhythm 1 and Rhythm 2 buttons to demonstrate the difference.
- **Using the Audio Only button**, have students listen for the rhythm

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up (5 min)

Materials: Flash Fitness Task Cards
• Flash Fitness Fun (Card 16)

Go Fitness (12 min)

Materials: 1 Cone for every 2 students
• Cone Crazy (Card 39)

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

Materials: Frisbee, pinnies for one team, cones to designate grids
1. Ultimate Flying Disk (Card 435)

Cool-down (5 min)

Materials: Flash Fitness Task Cards
• Flash Fitness Fun (Card 16)

Recess 1:45pm - 2:00pm

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

FRISBEE UNIT

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up (5 min)

Materials: Flash Fitness Task Cards
• Flash Fitness Fun (Card 16)

Go Fitness (12 min)

Materials: 1 Cone for every 2 students
• Cone Crazy (Card 39)

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

Materials: Frisbee, pinnies for one team, cones to designate grids
1. Ultimate Flying Disk (Card 435)

Cool-down (5 min)

Materials: Flash Fitness Task Cards
• Flash Fitness Fun (Card 16)

letter. For example: Kathy becomes Dathy.

PROGRESS

CHECKPOINT

Informal Assessment

Invite children to play a musical game: During the four beats between verses of "Name Game," call a child's name on the first quarter. That child says and claps his or her name on the third quarter. (Or the child can play the rhythm on a drum, then pass the drum to the next child during the verse.)
Ma-ryMa-ry

Optional Reteaching

If some children have difficulty clapping the rhythm of their names, have the class suggest other classmates' names with the same rhythm. Help them write lines on the board to show the rhythm. Have four children with the same name rhythm line up. Ask the class to clap the rhythm of each child's name as you play to the beat on a tambourine. (Example: Ma-ry, Jen-ny, Tom-my, Jason) Continue with other groups.

PORTFOLIO | Creative Unit Project

ACTIVITY | S1U2L2: Unit 2: Creative Project B: Interactive

Creative Unit Project [3 of 7]

- Have children choose unpitched instruments for "Hickory, Dickory, Dock," from the Unit 2 Opener.
- Have them say the poem and play the rhythm of the words of the first and last lines only.
 - Children at this age can speak faster than they can play, so encourage them to speak slowly enough to coordinate with their playing.
 - Next, form three groups to practice the poem.
 - Use the following diagram as reference for the children.

- **Trace** the shape of the melody as they sing Verse 1 of "The Happy Wanderer."

ASSESSMENT

RESOURCE MASTERS | Grade 3: Resource Master 1•12, pp.13-14: Document

- **Present assessment** as a written test (instructions for circling or writing answers included on resource master).

REVIEW

UNIT REVIEW | S1U1L9:

Review: Interactive

- **Read** each question aloud, then read the possible answers to the class.
- **Have each student signal** with a palm close to the chest when his or her answer is read. (1. a; 2. d; 3. b)

READ AND LISTEN

UNIT REVIEW | S1U1L9:

Read and Listen: Interactive

- **Guide students to read all answers** shown. This will assess reading known rhythms in 4/4 meter, then using music symbols to identify sounds presented aurally.
- **Then use Unit 1 Read and Listen.**
 - **Read** each question, pause the audio and read the letters of the possible answers to the class.
 - **Have each student signal** with a palm close to the chest when his or her answer is read. (1. c; 2. a; 3. b)

THINK!

UNIT REVIEW | S1U1L9:

Think!: Interactive (3 Questions)

GIVE STUDENTS LINED PAPER TO ANSWER QUESTIONS

Encourage students to answer the questions thoroughly, using complete sentences.

1. Answers should accurately describe the difference between beat and rhythm.
2. Answers should indicate an understanding of how the pitches appear on a musical staff.
3. Answers will vary.

their patterns and ask the class to perform each one or combine the four patterns for children by putting a different pattern into each row of the graphic organizer, typing clap, pat, stamp, or snap in each box for a longer, 16-beat pattern.

MOVEMENT | Body

Percussion (USE BODY PERCUSSION CHART)

The four traditional body percussion sounds, written on a 4-line staff from lowest to highest placement on the body, are stamp, pat (thighs), clap, and snap. Some children will be able to snap, and some might need an alternate, such as tapping head or shoulders.

MUSIC SKILLS | Notate

RESOURCE MASTERS |

Grade 1: 1•10 (Write a Rhythm Piece), page 11: Document

Notate

- **Help children create a book** of the steady-beat body-percussion patterns on a four-line staff.
- They can then be read and combined in different ways to create longer patterns.

REACHING ALL

LEARNERS | Inclusion

Inclusion For children with physical disabilities, add verses to "Head and Shoulders, Baby" that are within their physical limits. If a child has limited upper-body mobility, add verses such as "thumb/fingers" or "wrist/elbow." Have children work in pairs when one child cannot do both movements, or each child may do one of the movements.

MUSIC SKILLS | Vocal

Development

Vocal Development

- **Tell children** to put one hand on their chest and the other just below their waistband.
- **Have them** inhale to the count of three and exhale to the count of five, making a hissing sound.



breaks without the aid of the animation.

- **Ask students to raise** one or two fingers to indicate which rhythm break they hear.

Dynamics

- **Discuss** the range of dynamics in the piece.
- **Have students invent** signals to show various dynamics.
- **Play the map again** and have students use their signals to show loud and soft dynamics, crescendos, decrescendos, and accents.

LINKS | Science

Read:

Recycling The number of people alive in the world now is greater than at any other time in history. Everyone has to eat, drink, wash, and stay warm. However, with everything we do, we create garbage. Every one of us produces about five pounds of garbage every day: cardboard boxes, plastic, paper, bottles, old clothes, old appliances, and so on. When we throw things away, the garbage has to go somewhere. If we're not careful, we will run out of places to put it. Invite students to think of ways they can help reduce the amount of garbage thrown away every day. **Critical Thinking: Draw Conclusions**

PLAY | Assembly Required

Assembly Required (Kozak): Audio

- **Explain to students** that music has a range of dynamics.
- **Explain to them** that "Assembly Required" has sections that are pianissimo (very soft) and fortissimo (very loud).

Have students:

- **Identify what parts of** "Assembly Required" are pianissimo and fortissimo by making large or tiny movements with their arms.
- **Play rhythm sticks to the steady beat of** "Assembly Required," playing pianissimo when music is very soft, and fortissimo

- **1st group** says the poem, patting with a steady beat
- **2nd group** plays the rhythm of the first and last lines
- **3rd group** plays pitched glissandos as practiced in Lesson 1.

WRAP UP

- **Ask children to describe** how beat and rhythm are different in music. (beat—stays steady; rhythm—has shorter and longer sounds)
- **Invite children to sing** "Alphabet Song" again, identifying the steady beat by patting to it.

SCHOOL TO HOME

Student Text: We are learning these songs: "Alphabet Song," p. 4 "Animal Rhythms," p. 6 "Name Game," p. 110

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

Section 2: Unit 2: Lesson 7: Practice with Rhythms and Pitches (last part of lesson)

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.

Objectives:

- Read a song with syncopation and low la.

Lesson / Instruction

Vocal Trio: Brooke, Ryan and Joshua: **All I Want for Christmas is My Two Front Teeth**

Vocal: All Students: **Have Yourself a Merry Little Christmas**

CREATE AND PERFORM

UNIT REVIEW | S1U1L9:

Create and Perform:

Interactive

- **Have partners or groups follow the instructions to create** and write a melody using mi, re, and do for rhythm pattern pitches.
- **Check for accurate** meter signature, pitches, and rhythm pattern.

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

Section 1: Unit 1: Spotlight Your Success!

Standards

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:Cr3.2.4a Present the final version of personal created music to others, and explain connection to expressive intent.

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.

Objectives:

- Unit 1 Objectives: Test mastery of Unit 1 concepts

Lesson / Instruction

Vocal: All Students: **I Saw Mommy Kissing Santa Claus**

Vocal: All Students: **White Christmas**

UNIT REVIEW

iSONG | Peace Round (Canon): **Interactive**

Have students:

- *Only the bottom hand should move as they inhale and exhale.*

PROGRESS CHECKPOINT

ACTIVITY | S1U1L7: Body Percussion Beats: Interactive

Informal Assessment

- **Have children watch** as you create a four-beat percussion pattern.
- **Have them perform** it as they say "Rain Rhythms" from memory.
 - Rain on my boots and*
 - Rain on my hat.*
 - Rain on my coat but*
 - Not where I sat!*
- **Invite them to write and perform** their own 4-beat pattern using body percussion.

Optional Reteaching

- **Have children work in pairs** or small groups to read the patterns, problem-solving together.

WRAP UP

iSONG | **Another Busy Day: Interactive**

- Preview the iSong for "Another Busy Day."

ACTIVITY | S1U1L7: Steady Beat for a Busy Day: Interactive

- **Write** the key words steady beat and body percussion on the board.
- **Ask children to use** both words in one sentence to tell what they did in class today.
- **Have them move to** the steady beat as they listen to "Another Busy Day."

iSONG | **Head and Shoulders, Baby: Interactive**

- **Have children select** one of the four-beat body percussion patterns they learned today **to perform** as they listen to and then sing "Head and Shoulders, Baby."

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

Jump Rope Activities

Standards



when music is very loud.

REACHING ALL LEARNERS | Gifted and Talented
Divide students into several small groups and have them compose a piece in the style of "Assembly Required", using found instruments in the classroom. Each group should compose for one instrument. Allow each group a short time to improvise some rhythms, and then notate those rhythms on staff paper. Then have any combination of two groups play together. Once the groups can play their parts with reasonable accuracy, have all the groups play together. Encourage students to include the same energy and vitality in their compositions.

EXPLORE: Play found sounds with a song.
SING | She'll Be Comin' 'Round the Mountain
iSONG | She'll Be Comin' 'Round the Mountain:
Interactive

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

Apply and Close
PRACTICE: Compose a melody using 1/4 note, 1/4 rest, so and mi, and found sounds.
COMPOSE | Together
ACTIVITY | S1U1L8:
Create with Found Sounds: **Interactive**

- Have students work in groups using the pencil two on page 2 of the slide show to create and notate a rhythm using 1/4 note, double eighth notes, and the beats of rest.
- Then ask them to create a melody with so and mi on the write-on lines beneath the beat bars.
- Have them add found sounds on the beats of rest.

PLAY | She'll Be Comin' 'Round the Mountain
VIRTUAL Mallet
PERCUSSION | Orff Mallet
Percussion (Xylophones,

Recorder Instrumental:
All Class: **We Wish You A Merry Christmas**

MUSIC SKILLS | Orff Instruments and improvise
Orff Instruments

- Have students learn the Orff accompaniment for "Somebody's Knockin' at Your Door" on Orff Orchestration O•20.ORFF ORCHESTRATIONS I Grade 5: **Document**

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

- Have students improvise melodic embellishments as they sing the song, especially on long notes or during the rests.

Materials / Resources / Technology
Classroom Materials
Instruments: woodblock
Resource Master R•7 (Writing Syncopation)

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

- Sing one part of "Peace Round," using their hands to trace the contour of the melody as they sing.
- Sing "Peace Round" again with a group, divided to sing the two parts, with each group tracing their contour.

ASSESSMENT
RESOURCE MASTERS |
Grade 4: **Document**

- Present the assessment as a written test, use **Resource Master 1•12, p. 13.**

REVIEW
UNIT REVIEW | S1U1L9:
Review: **Interactive**

- Display each page of the slideshow, read each question aloud and read the possible answers to the class.
- Have each student signal with a palm close to the chest when his or her answer is read. You may wish to invite a student volunteer to select the correct answer on the slide. (1. c; 2. c; 3. b)

READ AND LISTEN
UNIT REVIEW | S1U1L9:
Read and Listen:
Interactive

- Guide students to describe and read all answers shown.
- Read the questions and have students listen to the audio example.
- Read the letters of the possible answers to the class.
- Have each student signal with a palm close to the chest when his or her answer is read or have students select the answer. (1. c; 2. b)

THINK!
UNIT REVIEW | S1U1L9:
Think!: **Interactive (3 QUESTIONS - DONT USE 4th)**

HAVE STUDENTS WRITE THEIR ANSWERS ON LINED PAPER

- Encourage students to answer the questions thoughtfully, using complete sentences.
- **Sample Answers:**
1. to listen to others; 2. A roller coaster can go up and down like a melody. 3. Create a future to eliminate hatred and welcome peace.

CREATE AND PERFORM

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

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.

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.



Metallophones, and Glockenspiels):

Interactive

- **Have groups choose one member** to play their melody on pitched instruments, physical instruments or virtual Orff instruments.
- **Ask the rest of the group** to play the same found sounds they used for "She'll Be Comin' 'Round the Mountain" on the beats of rest.
- **Then have students practice having audience etiquette** (See AUDIENCE ETIQUETTE).

AUDIENCE ETIQUETTE

ACTIVITY | S1U1L8:

Audience Etiquette:

Interactive

In-class Recitals Before students take turns performing their melodies, discuss the important role of the audience.

Emphasize respect and attentiveness. To help students make the transition from performer to audience member, suggest that there is an invisible switch on the sides of their heads. They can "switch it on" to turn into good audience members. Teach students to respond to performances with applause and encourage them to say what they liked and offer suggestions for improvement.

PROGRESS CHECKPOINT

ACTIVITY | S1U1L8:

Create with Found Sounds: Interactive

Informal Assessment

Tell groups to perform a new ABA piece by reading the poem "Together" (on page 1 of the slide show) as the A section and playing their found sound melodies (from page 2 of the slide show) twice as the B section. (Check that students have incorporated found sounds.)

Optional Reteaching

If a group is having difficulty performing its melody, have the group

practice tasks, gymnastics, and dance environments.

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

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

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up (5 min) - Flash

Fitness Fun Material6):

- Flash Fitness Task Cards (Card 16)

UNIT REVIEW | S1U1L9:

Create and Perform:

Interactive

- **Have partners or groups** follow the instructions to create a melody using pitches from the pentatonic scale in C.
- **Check for** pitch syllables, the use of pentatonic pitched in C, and ending the melody in C.
- **Invite students to perform** their melody for the class.

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

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

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills
- Relationships (with people, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

Kindergarten:

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

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

1. Partner High-5 Together (Card 12)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: 1 cone per pair of students

1. Short Story Stretching (Card 171)

Go Activity: Jump Rope

Activities (25 min)

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

1. Follow Me (Card 278)

Materials: 1 jump rope per student, *Jump Rope Task Cards*

Glossy of Terms:



perform the melody without the found sounds, instead clapping on the beats of rest. Add the found sounds when the group is able to perform the melody accurately.

WRAP UP

Ach, du lieber Augustin (The More We Get Together) (Stereo Mix):

Audio

- Invite students to sing "Ach, du lieber Augustin."
- Have students recall what instruments they heard in the music.
- Have students recall what found sounds are. Invite students to recall the terms for very loud and very soft. (fortissimo and pianissimo)
- Then have students practice clapping very loud and very softly, with teacher directives "fortissimo" and "pianissimo."
- Then invite students to practice being a good audience member.
- Assess their ability to be respectful as their classmates perform their created melodies.

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

Section 2: Unit 2: Lesson 7: Practice with Rhythms and Pitches

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.

Objectives:

- Read a song with syncopation and low la.

Go Fitness (12 min) -

Cone Crazy

Materials: 1 Cone for every 2 students
• (Card 39)

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

Need: Frisbee, pinnies for one team, cones to designate grids
1. Ultimate Flying Disk (Card 435)

Cool-down (5 min) - Flash Fitness Fun

Materials: Flash Fitness Task Cards
• (Card 16)

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

Section 2: Unit 4: Lesson 6: A Canon in a Minor Key

Standards

MU:Cr1.1.5a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

MU:Pr4.2.5b 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

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



Lesson / Instruction

Vocal Trio: Brooke, Ryan and Joshua: **All I Want for Christmas is My Two Front Teeth**
Vocal: All Students: **Have Yourself a Merry Little Christmas**
Recorder Instrumental: All Class: **We Wish You A Merry Christmas**

READ | Rhythms

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

CONCEPT OVERVIEW | S2U2L7: Practice with Rhythms and Pitches: Interactive

Have students:

Refer to *Song Anthology p. 231 for the notation of "Somebody's Knockin' at Your Door."*: **DOCUMENT**

- Listen** to the song and identify the syncopated pattern (mm. 1, 5, 11, 13)
- Find** the slurred pattern, the tied half notes, and the fermata. (m. 9; mm. 3-4, 7-8; end of line 3)
- Clap** the rhythm of the song and read the words in rhythm, patting to the beat.

RESOURCE MASTERS | Grade 5: Document

Have students

- Practice writing syncopated rhythms using Resource Master R-7, p. 117: DOCUMENT**

PLAY | Rhythm Ostinato

ACTIVITY | Staff Paper | Four 5-line Staves:

Interactive

- Play** the last two measures of the ostinato below for the class.
- Ask students** to reproduce the rhythm they hear by notating it or by clapping or playing it back to you.

PLAYALONG | S2U2L7: Somebody's Knockin' at Your Door: Interactive

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

- Have students** form two groups, one to sing the song and the other

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:

- Read a song in a minor key.

Lesson / Instruction

READ | By the Singing Water

CONCEPT OVERVIEW | S2U4L6: A Canon in a Minor Key: Interactive

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

Have students:

- Refer** to the notation on Song Anthology p. 30 to find measures with sixteenth notes. (mm. 2, 4, 6, 8, 10, 12)
- Clap** the rhythm of the song, saying syllables of your choice.
- Say the words** in rhythm.

Have students:

- Refer to Song Anthology p. 30** again to find do on the staff. (the first space)
- List all of the pitches** in the song. (la | , ti | , do, re, mi, la)
- Decide if the song is in major or minor.** (D minor; la tonal center and half step between second and third notes in scale)
- Find measures that outline the D minor chord.** (mm. 1, 3, 5, 7, 9, and 11)

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)

- 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



to say, tap, or play the ostinato on a woodblock during the tied half notes and the two measures of rest in lines 5 and 6

READ | Pitches

- **Use** the Settings button on this slide to choose Scale = la pentatonic and Pitch for do = E ; add high do by selecting it in the Pitch Syllables column.
- **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.

PITCH SOUNDS AND SYMBOLS: Interactive

- **Click** the pitch syllable names in any order. Echo the pitches and practice the hand signs.

Have students:

- **Use the notation** on Song Anthology p. 231 to find measures with low la. (mm. 2, 12, 14, 18)
- **Identify** the song as pentatonic and discuss the range of the pentatonic melody and which pitch extends it below do.
- **Sing** the song with pitch syllables.

iSONG | Somebody's Knockin' at Your Door: Interactive

- Have students sing the song with the words.

Materials / Resources / Technology

Classroom Materials
Instruments: woodblock
Resource Master R+7 (Writing Syncopation)

Break 2:30pm - 2:45pm

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

**Section 2: Unit 4:
Lesson 5: A Song in a Minor Key**

Standards

MU:Pr4.2.5b When analyzing selected music, read and

iSONG | By the Singing Water: Interactive

Have students:

- **Sing** "By the Singing Water" with words.
- **Sing** the song as a two-part canon.

ACTIVITY | S2U4L6: Major or Minor?: Interactive

- **For more practice distinguishing** between major and minor, encourage students to interact with this slide.

MUSIC SKILLS |

Improvise, Vocal Development, Notate, Play

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

Interactive

Improvise

- **Accompany** "By the Singing Water" with a bordun on D and A to the beat, or to a four-beat pattern.
- **Have students, in pairs, take turns** improvising four-beat musical question-and-answer phrases between repetitions of the song, the first person ending on A and the second ending on D. They may use the rhythm of the first phrase, or improvise their own rhythms.

RESOURCE MASTERS |

Grade 5: Document: Resource Master R+16, p. 126

- **Practice singing** a melody with minor pitches

VIRTUAL FRETTED INSTRUMENTS | Strings (Bass, Guitar, Banjo, Ukulele): Interactive

Play

- **Have students play** a D-minor chord accompaniment on Virtual Guitar with "By the Singing Water."
- **Play** on beat 1 or on beats 1 and 2

related to vigorous physical activity.

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

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

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

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

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

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



perform using standard notation.

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

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: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

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, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

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. Partner High-5 Together (Card 12)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: 1 cone per pair of students

1. Short Story Stretching (Card 171)

Go Activity: Jump Rope

Activities (25 min)

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

1. Follow Me (Card 278)

Materials: 1 jump rope per student, *Jump Rope Task Cards*

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



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:

- Read a song in minor key.

Lesson / Instruction

Ukulele Instrumental: All

Students: **Jingle Bells**

Vocal: All Students:

Rockin' Around the Christmas Tree

READ | De allacito carnavalito

CONCEPT OVERVIEW |

S2U4L5: A Song in a

Minor Key: Interactive

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

LOCATOR MAP |

Argentina: Interactive

- **Tell students they will sing a song** from Argentina, a country in South America.

SONG ANTHOLOGY |

Grade 5: p. 52: Document

- **Ask students to look** at the notation on Song Anthology p. 52 to find the eighth/two-sixteenths combinations in the song. (mm. 1, 3, 5, 7)

iPRONUNCIATION | De

allacito carnavalito:

Interactive

Have students:

- **Listen to the pronunciation** for "De allacito carnavalito" to learn the Spanish words.
- **Say and clap** the Spanish and English words of the song in rhythm.

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 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)



ACTIVITY | S2U4L5: Minor
Scales: **Interactive**

PIANO

**ACCOMPANIMENT | De
allacito carnavalito**

Have students:

- **Sing and play** the pentatonic and minor scales on the slide.
- **Compare and contrast** the pitches used in those two scales.

PLAY | Accompaniment

PLAYALONG | S2U4L5:

De allacito carnavalito:

Interactive

- Invite students to play a rhythmic accompaniment with "De allacito carnavalito."
- Have them form three groups, each to read one part with body percussion, beginning in this order:

maracas: snap L and R

bongos: pat L and R

claves: clap

Have students:

- **Sing** the song with each group doing their body percussion.
- **Play on the instruments** indicated (or substitutes as needed) when ready.
- **Begin with maracas**, adding one instrument on each repetition.
- **Follow the conductor's cues** for the beat entrances and any other directions given.
- **Encourage students** to show respect to the performers, acknowledging their self-discipline and responsibility, and praise accurate and musical performances.

MUSIC SKILLS | Orff

Instruments

ORFF

ORCHESTRATIONS I

Grade 5: Document: Orff

Orchestration O•24

- **Invite students to learn and perform** an accompaniment to "De allacito carnavalito" using Orff instruments.