





Monday 01/01/2024	Tuesday 01/02/2024	Wednesday 01/03/2024	Thursday 01/04/2024	Friday 01/05/2024
 <p>New Year's Day</p>	 <p>Winter Break</p>	<p>Breakfast Duty 8:00am - 8:30am</p>	<p>Breakfast Duty 8:00am - 8:30am</p>	<p>Breakfast Duty 8:00am - 8:30am</p>
		<p>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>Organize for 2nd Semester (begins Jan 23rd) and Unit 11: Music Theory Handbook: Lesson 1: Beat and Meter</p>	<p>Organize for 2nd Semester (begins Jan 23rd) and Unit 11: Music Theory Handbook: Lesson 1: Beat and Meter</p>	<p>Organize for 2nd Semester (Jan 23rd) and Unit 11: Music Theory Handbook Lesson 2: Notation and Rhythm</p>
		<p>Standards</p>	<p>Standards</p>	<p>Standards</p>
		<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p>	<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p>	<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p>
		<p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>
		<p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p>	<p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p>	<p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p>
		<p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p>	<p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p>	<p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</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:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</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:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	<p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	<p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>



MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

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

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

MU:Cr3.2.8a Present the final version of their documented personal

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composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

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

MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

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.

MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic

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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:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

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

MU:Pr4.2.7a 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

phrases, melodic phrases, and harmonic sequences.

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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.

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

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

MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

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

Objectives:

- **Re-introduce music theory concepts in order to get ready for song writing**
- Explain that after the quarter is over they will begin writing their songs
 - Explain song writing process
 - Have students select an instrument for new quarter (end of Jan) - this is the only time students can change instruments

Lesson / Instruction

Have students:

- **Reteach and Review** music theory in preparation for song writing

On January 23rd begin:

- **Explain** the song writing process:
 - Lyrics are written first
 - Form must be included (Intro, Verses, Chorus, and Coda)
 - Hand out assignment and rubric
 - **NO COMPUTERS can be used this time**
- **Have students select an instrument and a red Excellence book** for their instrument and have them place them in their cubby).
 - *Note: If the song will be played on a woodwind instrument, they must choose a classmate to sing with them while they play their instrument.*
- After students have written their lyrics, we will begin practicing from the **red Excellence book** before students begin writing the instrumental portion of their song
- Time will then be given to put all the pieces of the song together

Prep 9:33am - 11:20am

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Lunch 11:20am - 12:12pm

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

Grade K | Spotlight on Music: Section 1: Unit 3: Opener: Friends and Fun

Standards

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

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

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

- Objectives:**
- School is a wonderful place to meet new friends.

Lesson / Instruction

UNIT THEME | Friends and Fun

UNIT 3 | S1U3L0: Friends and Fun: Interactive

- Display** the slide Friends and Fun. Invite children to describe the picture.
- Tell children** the name of the unit. Explain that school is a wonderful place for learning, for making new friends, and having fun.

LISTEN | Look Who's Here!

iSONG | Look Who's Here!: Interactive

- Have children listen** to "Look Who's Here!," mirroring you as you pat with the beat. Have each child practice saying his or her name with the rest of the class echoing after one beat of silence.

SING | Look Who's Here!
Look Who's Here (Stereo Mix): Audio

Lunch 11:20am - 12:12pm

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

Throwing & Catching Activities

Standards

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

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

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.

K.PE.17 Acknowledge that some physical

Lunch 11:20am - 12:12pm

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

Grade 1 | Spotlight on Music: Section 1: Unit 2: Opener: All About You and Me

Standards

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

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).

- Objectives:**
- Children will learn to identify and represent long and short sounds.

Lesson / Instruction

UNIT THEME | All About You and Me

UNIT 2 | S1U2L0: All About You and Me: Interactive

- Display** the slide All About You and Me.
- Discuss** the unit theme with children after reading it to them.
- Read** the Essential Question and encourage children to respond.
- Tell children** that as they listen to the songs in the unit, they should try to remember the names of songs that they like.
- Explain** that the first song they will listen to is "Down by the Bay."
- Talk about** how this song fits the theme.

PERFORMANCE |
Choreography Notes
For choreography, use the following documents:



- Invite children to form a circle and sing along as they are able. You stand in the middle, pointing to each child in turn to say his or her name. (Repeating the song to give all children a turn will allow them to learn the song.)

LISTEN | Poem
POETRY | S1U3L0:
School Is Over:
Interactive

- Invite children to listen as you read the poem "School Is Over," by Kate Greenaway.
- Have children discuss things they like to do with their friends after school.

RESOURCE MASTERS |
Grade K: Document

- Listen to the poem again as they follow the pictures in Resource Master 3•2 and discuss the things that are mentioned. (playing, running, laughing)
- Create movement to dramatize each line of the poem. See Piano Accompaniments, pp. 125–126.

PORTFOLIO | Creative
Unit Project
ACTIVITY | S1U3L0: Unit 3: Creative Project A:
Interactive

- Display the slide Unit 3 | Creative Project A and tell children they will be putting together a song and a nursery rhyme with movements and instruments to create and perform a musical piece.
- The performance will be assessed on how well they performed the rhythm of the song and poem, how well they played the instruments to the beat, and how well they stayed together as an ensemble.

WRAP UP

- Have children discuss how both the song and the poem were about having good times with school friends. Invite them to clap the rhythm of the poem as they whisper the words.

SCHOOL TO HOME |
Letter

- Resource Master 3•1, pp. 27–28

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

activities are challenging or difficult; and

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

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: 1 Ball per every 4-5 students

1. Sticky Popcorn (Card 15)

Go Fitness: Mighty Muscles: Strength Activities (10 min)

Materials: 1 Balloon per student

1. The Sky is Falling (Card 130)

Go Activity: Throwing & Catching Activities (25 min)

Materials: 4 hoops, 1 beanbag per student

1. Gotta Wanna Beanbag (Card 369-370)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

Grade 3 | Spotlight on Music: Section 2: Unit 1: Lesson 2: Sing Steps and Skips

Standards

MU:Cr1.1.3a Improve rhythmic and melodic ideas, and describe connection to specific purpose

PIANO ACCOMPANIMENTS |
Grade 1: Documents
PRINT OUT! (1 COPY)

- "Let's Go Driving," p. 135
- "Down by the Bay," p. 57

For choreography, use the following videos for "Down by the Bay":

- SOM G1 | JJ Choreography Down by the Bay Front: **Video**
- SOM G1 | JJ Choreography Down by the Bay Back: **Video**
- SOM G1 | JJ Choreography Down by the Bay Split Screen: **Video**

LISTEN | Down by the Bay
iSONG | Down by the Bay: Interactive

Have children:

- Listen to "Down by the Bay" and echo each phrase.
- Guess some of the rhyming words the song. (examples: goose/moose, whale/tail, fly/tie, bear/hair)
- Describe what mood the rhyming words suggest. (silly, happy)

MOVE | Down by the Bay
ACTIVITY | S1U2L0: Long and Short Down by the Bay: Interactive

Have children:

- Listen again to "Down by the Bay" raising hands when they hear a long sound in first verse (words with long sounds: bay, grow, home, go, do, say)
- Take turns pointing to:
 - long boat when they hear long sounds
 - watermelons when they hear short sounds.
- Suggest movement for each verse of the song.

WRAP UP

- Ask children to summarize what they learned as they listen to "Down by the Bay."
- Have children sing "Down by the Bay" again, with energy and expression.

PORTFOLIO | Creative
Unit Project PRINT OUT AND STAPLE



Grade 5 | Spotlight on Music: Section 2: Unit 1: Lesson 2: Practice Basic Rhythms and Pitches (Intro to New Recorder Books)

Standards

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

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

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

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

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

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of

and context (such as personal and social).

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

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

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

Objectives:

- Read quarter notes, quarter rests, eighth-note pairs, and a mi-re-do song with steps, skips, and repeated notes.

Concept:

- Melody

Lesson / Instruction

READ | Frog in the Meadow

CONCEPT OVERVIEW | S2U1L2: Sing Steps and Skips: Interactive

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

SONG ANTHOLOGY | Grade 3: Document

Have students:

- **Refer to the Song Anthology p. 80** and find the rhythms. (quarter notes, quarter rests, eighth-note pairs)
- **Read** the rhythm using syllables of your choice for quarter notes and eighth-note pairs.
- **Say** the words of the song in rhythm.

ACTIVITY | S2U1L2:

Pitch Stairs: Mi Re Do: Interactive

- **Invite students** to use the pitch stairs and sing mi re do by steps,

TOGETHER COPIES FOR EACH STUDENT!

Resource Masters 2-1 thru 2-13 pg. 17-32 (actually 24 - 39) for UNIT 2: Lessons 1-4, 7, & 8 contain a part of the ongoing final unit project

Creative Unit Project Opener

- **Tell children** that for the Unit 2 unit project they will design and create a "Sounds of Our School" book, filled with things to show longer and shorter and higher and lower sounds.
- **Children will be assessed** on their ability to accurately identify and label longer and shorter and higher and lower sounds.

SCHOOL TO HOME |

Letter

- Send home copies of the **School-to-Home Letter for Unit 2, Resource Master 2-1, p. 17**

Materials / Resources / Technology

Classroom Materials:
Resource Master 2-1 (School-to-Home Letter: English and Spanish)
Resource Master 2-2 (Creative Unit Project)
Resource Master 2-3 (Creative Unit Project)
Resource Master 2-12 (Creative Unit Project Self-Assessment)
Resource Master 2-13 (Creative Unit Project Teacher Assessment)
Spotlight on Midi Project 4 (Down by the Bay)

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

Throwing & Catching Activities

Standards

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

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



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.

Objectives:

- Read eighth, quarter, and half notes.
- Trace the melodic contour of a do-re-mi song.

Lesson / Instruction

READ | Babylon's Fallin'

CONCEPT OVERVIEW | S2U1L2: Practice Basic Rhythms and Pitches: Interactive

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

ACTIVITY | S2U1L2:

Rhythm Definition Diagram: Interactive

- **Have students review** the rhythm definitions.

SONG ANTHOLOGY |

Grade 5: Document

Have students:

- **Look** at the notation on *Song Anthology* p. 18.
- **Describe** the lengths of the notes in the song.
- **Identify** terms and symbols referring to meter, such as meter and 2/4
- **Clap and read** the rhythm of the song.
- **Listen** to "Babylon's Fallin'," patting with the beat and following the notation.
- **Read** the words in rhythm.

ACTIVITY | Conducting

Patterns: Interactive

Have students:

- **Review** ways they can interpret 2/4 meter, such as by performing a pat-clap pattern or conducting.

by skips, and by repeating.

Explain - Melodies can:

- move one step at a time
- skip a step
- stay on the same step

PITCH SOUNDS AND SYMBOLS: Interactive

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

- **Use Settings button** to choose Scale = do pentatonic; Pitch for do = G; and to deselect Pitch Syllables except for do re mi.
- **Invite students** to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order.
- **Have them practice** singing along using the hand signs.

Have students:

- **Refer to** the Song Anthology again to identify where do and the starting and ending pitches are. (*line 2; mi; do*)
- **Listen** as you first play the pitches, then sing them with pitch syllables and hand signs.
- **Find where** the melody moves by steps, by skips, or stays the same.
 - (Use your tools to circle or highlight as desired; **steps:** *mm. 2, 6; skips:* *mm. 3-4, 7-8 (mi-do) and 2-3, 6-7 (do-mi); repeated notes:* *mm. 1, 3, 5, 7).*
- **Sing** the song with pitch syllables and hand signs.

RESOURCE MASTERS |

Grade 3: Document

- **For more practice** with melodic skips, use *Resource Master R-2* p. 98.

iSONG | Frog in the

Meadow: Interactive

- **Have students listen** to the recording and then sing the song with the words.

PLAY | Ostinato

PLAYALONG | S2U1L2:

Frog in the Meadow: Interactive

- **Have students say and clap** the rhythm ostinato

VIRTUAL PERCUSSION |

Percussion (Drums, Bells, Shakers, and Scrapers): Interactive

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.

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.

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and



- **Practice** conducting in two, then conduct the song. (On the slide, set Meter = 2 and Tempo = 80.)

iSONG | Babylon's Fallin': Interactive

Have students:

- **Refer to Song Anthology p. 18** to read the song with pitch syllables.
- **Sing** the song and trace the melodic contour.
- **Sing** the song from memory, without looking at the music.
- **Take turns** conducting as the others sing.

Have students:

- **Review** the symbol for the meter, then recall terms that refer to meter. (*2 beats per measure, strong beat*)
- **Perform** the song they just memorized while interpreting the meter with appropriate body percussion, movement, or conducting pattern.

LINKS | Language Arts

Explain:

Apostrophe The title "Babylon's Fallin'" is an example of two different ways in which the apostrophe mark is used in place of a letter. In the first case, two words— *Babylon* and *is* — are combined to make a single word, *Babylon's*. This is known as a contraction. In the next word, the letter *g* is omitted from *falling* to create a shortened form of the word, *fallin'*.

MUSIC SKILLS | Recorder
Students have already been taught about recorders this year so take this opportunity to:

- **Introduce** students to the new recorder book
- **Begin practicing** the first few songs in the book
- **Have students place** books in their cubbies

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

Floor Hockey

Standards

- **Have them play** it on unpitched rhythm instruments
- **Encourage practice** playing with accurate rhythm and steady tempo
- **Invite them to play** the ostinato while singing the song.

COMPOSE | Melody

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

Have students create their own melody:

- **Recall** the three pitches they read and the ways melodies can move.
- **Create** a new melody with mi re do using repeated notes, steps, and skips.
 - May be done vocally or with mallet instruments
 - Set the instrument up with just the pitches G A B
 - Click the circle below the bar on the Virtual Mallet Percussion to remove the bar
- **Listen to and assess** each other's melodies for their use of the pitches and melodic movement.

MUSIC SKILLS | Improve, Recorder

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

Improvise

- **Have students improvise** variations on the rhythm ostinato using quarter notes, quarter rests, and eighth-note pairs to add to their new mi-re-do melodies.
- **In a call-and-response manner**, students can take turns performing their new melodies or ostinatos for the entire class, with the class repeating them as a group.

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

develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: 1 Ball per every 4-5 students

1. Sticky Popcorn (Card 15)

Go Fitness: Mighty Muscles: Strength Activities (10 min)

Materials: 1 Balloon per student

1. The Sky is Falling (Card 130)

Go Activity: Throwing & Catching Activities (25 min)

Materials: 4 hoops, 1 beanbag per student

1. Gotta Wanna Beanbag (Card 369-370)

Cool-down: (5 min)

1. Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

Throwing & Catching Activities

Standards

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

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

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



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.

4.PE.14 Recognize and support

- **Have students use** the Virtual Instruments.
- **Set up** the mallet instrument with only the G, A, and B bars.

VIRTUAL RECORDER | Recorder Fingerings: Interactive Recorder

- **If students know** B A G (mi, re, do) on recorder, have them play "*Frog in the Meadow*" or their melody
- **Use** the Virtual Recorder-Recorder Fingerings to review or reinforce the fingerings for B A G.
 - *The Default setting already has G, A, and B showing.*

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

Grade 4 | Spotlight on Music: Section 2: Unit 1: Lesson 1: Practice Basic Rhythms

Standards

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

Objectives:

- Read quarter notes, eighth-note pairs, quarter rests, and half notes.

Concept:

- Rhythm

Lesson / Instruction
READ | Rhythm Patterns

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

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

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: 1 Ball per every 4-5 students

1. Sticky Popcorn (Card 15)

Go Fitness: Mighty Muscles: Strength Activities (10 min)
Materials: 1 Balloon per student



individual differences in movement performance at all skill levels.

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

4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and

Objective:

- Practice and improve fundamental floor hockey skills (stick handling, passing, receiving, and shooting).
- Actively participate in floor hockey lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

5th Grade Objectives:

- In a large-group activity, use a hockey stick to safely control and dribble a plastic puck or whiffle-type ball
- Dribble and strike a plastic puck or whiffle-type ball using both forehand and backhand strokes to a target or partner

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (3-5 min):

- Quick Draw (Card 8)

Go Fitness (5-12 min):

- Pump it Up Push-Up Challenges (Card 230-233)

Go Activity (25 min):

- Floor Hockey Super Stick Handling (Card 399) **Need:** Hockey Sticks, Puck, Whiffle Ball, Poly Spots

Cool-down (3-5 min):

- Count Down (Card 12)

Break 2:30pm - 2:45pm

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

CONCEPT OVERVIEW | S2U1L1: Practice Basic Rhythms: Interactive

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

ACTIVITY | S2U1L1:

Basic Rhythms:

Interactive

- Have students refer** to the slide to review quarter notes, eighth-note pairs, quarter rests, and half notes, and clap the rhythm patterns.
 - Rhythm patterns are on the second page of the slide*

ACTIVITY | S2U1L1:

Ostinato Fun!

Interactive

- Have students read** and clap the ostinato pattern, then have them play it on a drum.
- Have them first play** it without the audio, then play it along with the audio.
 - May wish to focus on only the first sections of the symphony movement, stopping at 1:40 or 2:30*

VIRTUAL PERCUSSION |

Percussion (Drums,

Bells, Shakers, and

Scrapers): Interactive

iSONG | Li'l 'Liza Jane:

Interactive

Ask students to:

- Review "Li'l 'Liza Jane"**
- Form two groups**, one to sing the song, the other to play the ostinato, then switch.
 - (Use the recorded accompaniment)*

MUSIC SKILLS | Pitch

PITCH SOUNDS AND

SYMBOLS: Interactive

Pitch

- Have students read** the pitches of "Li'l 'Liza Jane" with pitch syllables.
- Use** Pitch Sounds and Symbols to help students with pitches.
- Use** Settings button to choose Scale = do pentatonic; Pitch for do = C; and select Pitch Syllables do re mi so la high do.
- Invite students** to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order.
- Have them practice** singing along using the hand signs.

- The Sky is Falling (Card 130)

Go Activity: Throwing & Catching

Activities (25 min)

Materials: 4 hoops, 1 beanbag per student

- Gotta Wanna Beanbag (Card 369-370)

Cool-down: (5 min)

- Simon Says (Card 5)



Grade 6 | Spotlight on Music: Section 2: Unit 1: Lesson 1: Basic Pitches and Rhythms

Standards

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

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

MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.

Objectives:

- Read a song with do, re, mi, and basic rhythms.

Lesson / Instruction

Students have been using the 5th grade curriculum thus far to gain basic music concepts that were not taught at the 6th grade level. They are now ready to proceed with 6th grade content and we will begin with music theory concepts in order to ready them for band instrument playing next year.

READ | Good News

CONCEPT OVERVIEW | S2U1L1: Basic Pitches and Rhythms: Interactive

- Give students an overview of the lesson.

HISTORY AND CULTURE

| Ludwig van Beethoven

MEET THE MUSICIAN |

S2U1L1: Ludwig van Beethoven: Interactive

Ludwig van Beethoven

Beethoven (1770–1827)

- Born in Bonn, Germany.
- As a boy he studied piano and composition and went on to become a virtuoso pianist, conductor, and composer.
- In his twenties, he began to suffer from a hearing disorder that eventually made him completely deaf.
- He nonetheless continued to compose and conduct many great symphonies, piano and vocal pieces, and chamber works.

LOCATOR MAP |

Germany: Interactive

- Have students find Germany on the map.

LISTEN | Beethoven's Symphony No. 7

LISTENING | Symphony No. 7 in A Major, Second Movement: Interactive

- Introduce students to Beethoven's Symphony No. 7 in A major.
- **Play** the audio and have them read and tap the ostinato rhythm as they listen.
- **Pause** the recording at about three minutes and have students explain the rhythm they hear using terms they know.
- **Discuss** with students how Beethoven used the rhythm and the effect he created.
 - *Students may mention tempo, constant repetition of rhythm, rhythm passing to different sections of the orchestra, layering of other rhythms*
- **Have students continue** listening and describe how Beethoven used the same rhythm in other sections.
- **Encourage** students to again use terms they know to explain the rhythm they've been listening for.

MUSIC SKILLS | Listen

Augie's Great Municipal Band from Star Wars

Episode 1: The Phantom



ACTIVITY | S2U1L1: The Underground Railroad: Interactive

- **Tell students** they will read a song that may have been sung by enslaved Africans trying to escape to the North.
- **Have them read** about the Underground Railroad.

ACTIVITY | S2U1L1: Read Rhythms in Meter in 4: Interactive

- **Have students read** about, describe, and clap the basic rhythms, then find them in the song. (Use **Song Anthology p. 104** to see the complete song.)

SONG ANTHOLOGY | Grade 6: Document

- **Have students identify** the meter and review its meaning. (4/4 = 4 beats per measure, quarter note gets one beat)
- **Have students work in groups**, with one group saying and clapping the words in rhythm and the other group patting the beat; switch and repeat.

PITCH SOUNDS AND SYMBOLS: Interactive

Have students:

- **Practice** G A B/ do re mi on the staff with Pitch Sounds and Symbols. (Select the pitches G A B. Show the pitch syllables, letter names, hand signs, and/or the staff.)
- **Identify** do, re, and mi on the staff.
- **Echo** you as you sing do-re-mi (G-A-B) patterns. (You may play them on the slide also.)

ISONG | Good

News: Interactive

Have students:

- **Find** lines in "Good News" with the same melody. (1 and 3)
- **Sing** the song with pitch syllables and hand signs then with the words.
- **Review** accents and observe them as they sing.

Have students:

- **Listen to** and sing "Good News" with the recording.
- **Sing** "Good News" with the recorded accompaniment

MUSIC SKILLS | Analyze

ACTIVITY | Circle of Fifths: Interactive

Menace (excerpt) (Williams): Audio

Listen

- **Extend students'** experiences with ensembles and instrumental tone colors.
- **Guide** them to distinguish between a symphony orchestra and a concert band or marching band.
- **Point out** that the movement they just heard was played by a symphony orchestra.
 - Orchestras include string sections with violins, violas, cellos, and basses as well as wind and percussion sections.
 - Bands do not have string instruments and instead have many wind instruments along with percussion support.
- **Invite students** to listen to an example of a band such as the one playing "Augie's Great Municipal Band" from *Star Wars Episode 1: The Phantom Menace* (excerpt).
- **Invite students** to identify tone colors they hear.

ADDITIONAL

RESOURCES

RESOURCE MASTERS |

Grade 4:

Document PRINT THESE

- **Print Resource Masters R•25 through R•30 pp.121 through 126** contain:
 - *Beat Bars*
 - *Pitch Ladder*
 - *Curwen Hand Signals*
 - *Scale Stairs*
 - *Pitch Xylophone*
 - *Scale Brackets*
- **May wish to use** these in your lessons.



Circle of Fifths

- **Have students investigate** the Circle of Fifths to find the key of "Good News."
- **Have them find** the key signature of "Good News" in the blue circle and click on it.
 - This will highlight a wedge with information related to the key signature.
 - The green circle tells the number of sharps or flats.
 - The yellow circle tells the major key.
 - The red circle tells the minor key.
- **Have students look at** the pitches in the song and determine if the song is G major or E minor.
- **Point out** that as you go clockwise around the circle, each key is a fifth away from the last one.

PLAY | Parts for Good News

VIRTUAL RECORDER | Recorder Fingerings: Interactive

VIRTUAL WIND INSTRUMENTS | Woodwinds (Recorder, Flute, Oboe, Clarinet, and Bassoon): Interactive

- **Invite students to play** "Good News" on the Virtual Wind Instruments (using the keyboard) **USE THE iSONG | Good News: Interactive ABOVE**
- **Use the VIRTUAL RECORDER | Recorder Fingerings: Interactive** slide to see a recorder fingering chart and hear the pitches. Select G A B.

GUITAR | Grades 6-8: Documents (Guitar G•2 p. 5) (Guitar G•10 p. 29)

PRINT!

- **Introduce** students to a guitar accompaniment to



"Good News" in the key of C. (See **Guitar G•2 p. 5** for an easy C and easy G chord accompaniment.)

- **Show and explain** to students the chords and strumming patterns on the guitar
 - **Have students look at **Guitar G•10 p. 29**** for a guitar strum pattern for the C and G chord accompaniment.

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

- **Have some students** work with **C** and **G** chords on Virtual Guitars
 - **Click on** the chord symbol to get a strum.

ADDITIONAL RESOURCES

RESOURCE MASTERS | Grade 6: Documents

- Use these additional resources in **Resource Masters R•25–R•30 pp. 133–138** to reinforce beat, rhythm, and pitch.
 - Beat Bars
 - Pitch Ladder
 - Curwen Hand Signs
 - Pitch Stairs
 - Note Values
 - Scale Brackets

Materials / Resources / Technology

Instruments:

- Recorder or other melody instrument
- Guitar G•2 (Introduction to Chords)
- Guitar G•10 (Flashy Splashy Chords)
- Resource Masters R•25–R•30 (Beat Bars, Pitch Ladder, Curwen Hand Signals, Pitch Stairs, Note Values, Scale Brackets)