





Monday 01/22/2024	Tuesday 01/23/2024	Wednesday 01/24/2024	Thursday 01/25/2024	Friday 01/26/2024
<p><b>Breakfast Duty</b> 8:00am - 8:30am</p>	<p> End of 2nd Quarter</p>	<p><b>Breakfast Duty</b> 8:00am - 8:30am</p>	<p><b>Breakfast Duty</b> 8:00am - 8:30am</p>	<p><b>Breakfast Duty</b> 8:00am - 8:30am</p>
<p><b>Band/Choir - 7 &amp; 8 (Group A) 8:35am - 9:30am</b></p>	<p><b>Breakfast Duty</b> 8:00am - 8:30am</p>	<p><b>Band/Choir - 7 &amp; 8 (Group A) 8:35am - 9:30am</b></p>	<p><b>Band/Choir - 7 &amp; 8 (Group B) 8:35am - 9:30am</b></p>	<p><b>Band/Choir - 7 &amp; 8 (Group B) 8:35am - 9:30am</b></p>
<p><b>Genre Project - Presentation of Music</b></p>	<p><b>Band/Choir - 7 &amp; 8 (Group B) 8:35am - 9:30am</b></p>	<p><b>Song Writing</b></p>	<p><b>Song Writing</b></p>	<p><b>Song Writing</b></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain song writing process - hand out assignment and rubric</li> <li>Have students select an instrument/book and put it in their cubby - this is the only time students can change instruments</li> <li>Have students begin writing the lyric portion of their song</li> </ul>	<p><b>Genre Project - Presentation of Music</b></p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Have students continue writing the lyric portion of their song</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Have students continue writing the lyric portion of their song</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Have students continue writing the lyric portion of their song</li> </ul>
<p><b>Lesson / Instruction</b></p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explain song writing process - hand out assignments and rubric</li> <li>Have students select an instrument/book and put it in their cubby - this is the only time students can change instruments</li> <li>Have students begin writing the lyric portion of their song</li> </ul>	<p><b>Lesson / Instruction</b></p>	<p><b>Lesson / Instruction</b></p>	<p><b>Lesson / Instruction</b></p>
<p><b>1. Explain</b> the song writing process:</p> <ul style="list-style-type: none"> <li>Lyrics are written first</li> <li>Form must be included (Intro, Verses, Chorus, and Coda)</li> <li>Hand out assignment and rubric</li> <li><b>NO COMPUTERS can be used this time</b></li> </ul> <p><b>2. Have students select an instrument and a red Excellence book</b> for their instrument and have them place them in their cubby.</p> <ul style="list-style-type: none"> <li><i>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.</i></li> </ul>	<p><b>Lesson / Instruction</b></p> <p><b>1. Explain</b> the song writing process:</p> <ul style="list-style-type: none"> <li>Lyrics are written first</li> <li>Form must be included (Intro, Verses, Chorus, and Coda)</li> <li>Hand out assignment and rubric</li> <li><b>NO COMPUTERS can be used this time</b></li> </ul> <p><b>2. Have students select an instrument and a red Excellence book</b> for their instrument and have them place them in their cubby.</p> <ul style="list-style-type: none"> <li><i>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.</i></li> </ul>	<p><b>1. Explain</b> the song writing process:</p> <ul style="list-style-type: none"> <li>Lyrics are written first</li> <li>Form must be included (Intro, Verses, Chorus, and Coda)</li> <li>Hand out assignment and rubric</li> <li><b>NO COMPUTERS can be used this time</b></li> </ul> <p><b>2. Have students select an instrument and a red Excellence book</b> for their instrument and have them place them in their cubby.</p> <ul style="list-style-type: none"> <li><i>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.</i></li> </ul>	<p><b>1. Explain</b> the song writing process:</p> <ul style="list-style-type: none"> <li>Lyrics are written first</li> <li>Form must be included (Intro, Verses, Chorus, and Coda)</li> <li>Hand out assignment and rubric</li> <li><b>NO COMPUTERS can be used this time</b></li> </ul> <p><b>2. Have students select an instrument and a red Excellence book</b> for their instrument and have them place them in their cubby.</p> <ul style="list-style-type: none"> <li><i>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.</i></li> </ul>	<p><b>1. Explain</b> the song writing process:</p> <ul style="list-style-type: none"> <li>Lyrics are written first</li> <li>Form must be included (Intro, Verses, Chorus, and Coda)</li> <li>Hand out assignment and rubric</li> <li><b>NO COMPUTERS can be used this time</b></li> </ul> <p><b>2. Have students select an instrument and a red Excellence book</b> for their instrument and have them place them in their cubby.</p> <ul style="list-style-type: none"> <li><i>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.</i></li> </ul>
<p>After students have written their lyrics, we will begin practicing from the <b>red Excellence book</b> before students begin writing the instrumental portion of their song</p> <p>Time will then be given to put all the pieces of the song together</p>	<p>After students have written their lyrics, we will begin practicing from the <b>red Excellence book</b> before students begin writing the instrumental portion of their song</p> <p>Time will then be given to put all the pieces of the song together</p>	<p>After students have written their lyrics, we will begin practicing from the <b>red Excellence book</b> before students begin writing the instrumental portion of their song</p> <p>Time will then be given to put all the pieces of the song together</p>	<p>After students have written their lyrics, we will begin practicing from the <b>red Excellence book</b> before students begin writing the instrumental portion of their song</p> <p>Time will then be given to put all the pieces of the song together</p>	<p>After students have written their lyrics, we will begin practicing from the <b>red Excellence book</b> before students begin writing the instrumental portion of their song</p> <p>Time will then be given to put all the pieces of the song together</p>
<p><b>Prep 9:33am - 11:20am</b></p>	<p><b>Prep 9:33am - 11:20am</b></p>	<p><b>Prep 9:33am - 11:20am</b></p>	<p><b>Prep 9:33am - 11:20am</b></p>	<p><b>Prep 9:33am - 11:20am</b></p>
<p><b>Lunch 11:20am - 12:12pm</b></p>	<p><b>Lunch 11:20am - 12:12pm</b></p>	<p><b>Lunch 11:20am - 12:12pm</b></p>	<p><b>Lunch 11:20am - 12:12pm</b></p>	<p><b>Lunch 11:20am - 12:12pm</b></p>
		<p><b>Music - Kinder 12:15pm - 1:00pm</b></p> <p><b>Rock Wall Climbing - Makeup PE (missed due to Spelling Bee on Friday last week)</b></p>	<p> 1/2 Day (12:30) PIR 12:30pm - 3:30pm</p>	<p><b>Music - 1 12:15pm - 1:00pm</b></p> <p><b>Rock Wall Climbing - Makeup PE (missed due to Spelling Bee on Friday last week)</b></p>



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

**Grade PreK |**  
**Spotlight on Music:**  
**Unit 4: Food:**  
**Lesson 1: Music**  
**Has Rhythm**  
**Patterns**

- Objectives:**
- Children will explore rhythm patterns.
- Concept:**
- Rhythm

**Lesson / Instruction**

**THIS LESSON IS VERY LONG - A CONTINUATION FROM THE LAST CLASS**

**INTRODUCTION**

**CONCEPT OVERVIEW | S1U4L1: Music Has Rhythmic Patterns: Interactive**

- **REVIEW** the concept of the lesson using the following slide.

**LINKS | Reading**

**ACTIVITY | S1U4L7: My First Words: Interactive Reading: My First Words**  
Children enjoy discovering the meaning of words. This activity introduces high-frequency words.

- **Invite a volunteer to click the tile** revealing each word and then have children identify the word.

**MOVE | Pizza Pie**

**POETRY | S1U4L5: Pizza Pie: Interactive**

**Invite children to:**

- **Mirror you** as you perform a clap-pat pattern.
- **Perform the pattern as you say the rhyme** "Pizza Pie." (See *music notation on teacher slide.*)

Pizza Pie

—Rhyme

Knead the dough, knead the dough, pizza **pie**,  
Make me a pizza in the blink of an **eye**.  
Toss it up, toss it up, and spread it on the **sheet**.  
Put on all the toppings and the pizza is **complete**.

**ACTIVITY | S1U4L5: Pizza Pie Game: Interactive**

**Invite children to:**

**Prep 9:33am - 11:20am**

**Lunch 11:20am - 12:12pm**

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

**Throwing & Catching Activities**

- 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)**

**Warm Up: (5 min)**  
**Materials: Card #64 printed for each student (labeled)**

- Fancy Feet (Card 62)

**Go Fitness: Tag You"re It! (10 min)**

• Partner Dodge (Card 97)

**Go Activity: Throwing & Catching**

**Activities (25 min)**

**Materials: 1 bean bag and hoop per student**

• Solo Catch (Card 372)

**Go Activity: Throwing & Catching**

**Activities (25 min)**

**Materials: 1 bean bag per student, hoop for every 3 students**

• Frogs on the Lily Pads (Card 374)

**Cool-down: (5 min)**

• Simon Says (Card 5)

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

**Basketball Unit**

**Objective:**

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**4th Grade:**

**Objectives:**

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

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

**Grade 5 | Spotlight on Music: Section 2: Unit 1: Lesson 5: Sing a Pentatonic Song**

**Objectives:**

- Sing a pentatonic song.

**Lesson / Instruction**

**READ | Deta, Deta**

**CONCEPT OVERVIEW | S2U1L5: Sing a Pentatonic Song: Interactive**

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

**SONG ANTHOLOGY |**

**Grade 5: Document**

- **Ask students to identify** rhythms in "Deta, Deta" as they look at Song Anthology p. 58. (quarter notes, quarter rests, eighth notes)

**iPRONUNCIATION | Deta,**

**Deta: Interactive**

- **Play the pronunciation** for "Deta, Deta" so students can learn the Japanese words for the song.
- **Have students say** either the Japanese or English words in rhythm.

**ACTIVITY | S2U1L5:**

**Pentatonic Scale: Interactive**

**Have students:**

- **Name** the pitch syllables and identify the scale. ( do, re, mi, so, la; pentatonic)
- **Identify** where do appears on the staff. (F in space 1)
- **Practice** singing pitches as you point to them on the pitch stairs.

**Objectives:**

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

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

**Throwing & Catching Activities**

**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: Card #64 printed for each student (labeled)**

• Fancy Feet (Card 62)

**Go Fitness: Tag You"re It! (10 min)**

• Partner Dodge (Card 97)

**Go Activity: Throwing & Catching**

**Activities (25 min)**

**Materials: 1 bean bag and hoop per student**

• Solo Catch (Card 372)

**Go Activity: Throwing & Catching**

**Activities (25 min)**

**Materials: 1 bean bag per student, hoop for every 3 students**

• Frogs on the Lily Pads (Card 374)

**Cool-down: (5 min)**

• Simon Says (Card 5)

**Recess 1:45pm - 2:00pm**

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



- **Form pairs.** (Display the slide ACTIVITY | Pizza Pie Game.)
- **Describe** the pictures.
- **Replace the pat** with clapping the hands of their partner.
- **Say the rhyme performing** the pattern. (Remind children to start by clapping their own hands.)
- **Identify the pattern** used with this rhyme. (clap-pat)

**LINKS | Reading**  
**ACTIVITY | S1U4L6: A Picnic: Interactive**  
**Reading: Picnic Memory Game** This activity can help children learn to look carefully.

- **Display** the slide A Picnic.
- **Click** on one tile and say the name of the fruit.
- **Then click another tile** and name that fruit.
- **Then, if it is a matching pair, say "same."**

You might want to work as a class or in groups.

- **When the game is complete,** invite children to [read line by line as you point to each picture with the beat.](#)

**PROGRESS CHECKPOINT**  
**Informal Assessment**  
Ask children to create and clap a new fruit pattern with the interactive **slide ACTIVITY | Fruit Rhythms.** Observe whether children clap the new rhythm pattern accurately.

**Optional Reteaching**  
If children have difficulty clapping the new rhythm pattern, have them say the name of each fruit, one by one, then, to say each fruit name with the beat in rhythm.

**WRAP UP**

- **Remind children that they worked with and talked about patterns in music.**
- **Invite them to sing "Apples and Bananas"** again.

**SCHOOL TO HOME**  
**SONG ANTHOLOGY | Grade PreK: Document**

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch a ball thrown by a partner
- Throw and move to catch an object in a small group keep-away situation

**Lesson / Instruction**  
**(10 min) Warm Up**

- 3 Laps
- Stretch-er-cise (Card 281)

**(10 min) Go Fitness: Cardiovascular**  
**Efficiency: Aerobic**  
**Games Materials:** Hoop and 12 beanbags (per student), 20-25 polystyots, 1 bucket/crate/box

- Computer Virus (Card 73-74)

**(25 min) Go Activity: Basketball: Skill**  
**Development Activities**  
**Materials:** 1 basketball per student

- Hoop It Up - Ball Handling Skills (Card 371-372)

**(5 min) Cool-down**

- Simon Says (Card 5)

**Materials / Resources / Technology**

**Recess 1:45pm - 2:00pm**

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

**Basketball Unit**

**Objective:**

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**3rd Grade:**

- Throw to a target area using an overhand motion
- Throw overhand using varied amounts of force and speed

**iSONG | Deta, Deta (The Moon): Interactive**

- **Have students sing** the words without, then with, the recording of "Deta, Deta."

**EVALUATE | Expression**  
**Have students:**

- **Ascribe dynamics** and phrasing to the song.
- **Sing** with their chosen expressive markings. (Use the mixer on slide to adjust volume of recorded vocal track so that students can perform the song as they've planned.)
- **Assess** whether they've sung expressively.
- **Suggest** expressive movement and move in this way as they sing.
- **Sing** "Deta, Deta" once more to add it to your varied repertoire.

**MUSIC SKILLS | Read, Orff Instruments, and Create**  
**RESOURCE MASTERS | Grade 5: Document**  
**Read**

- **Invite students** to form pairs or small groups and choose an instrument for pitch reference.
- **Have them play** the musical concentration game following the directions on **Resource Master R-3, p. 111. (PRINTED)**

**ORFF ORCHESTRATIONS I**  
**Grade 5: Document: Orff Orchestration O-18**

- **Play** this with "Deta, Deta."

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

- **Have students create** rhythmic or melodic patterns to add special effects to "Deta, Deta."
- **Encourage students to explore** vocal, percussion, and synthesized possibilities (such as alternating A-C on Virtual Banjo or other pitched instruments).
  - If needed, suggest sounds such as rising arpeggios (set up bells F A C) for the moon coming out and a gong for the tray.

**Throwing & Catching Activities**

**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: Card #64 printed for each student (labeled)**

**Go Fitness: Tag You're It! (10 min)**

- Partner Dodge (Card 97)

**Go Activity: Throwing & Catching Activities (25 min)**  
**Materials:** 1 bean bag and hoop per student

- Solo Catch (Card 372)

**Go Activity: Throwing & Catching Activities (25 min)**  
**Materials:** 1 bean bag per student, hoop for every 3 students

- Frogs on the Lily Pads (Card 374)

**Cool-down: (5 min)**

- Simon Says (Card 5)



- We are learning the song "Apples and Bananas," p. 3.

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

**Rock Wall Climbing - Makeup PE (missed due to Spelling Bee on Friday last week)**

- Objectives:**
- To move safely from the ground to a desired objective on the climbing surface, and return.
  - Improve gross motor skills as children use their arms and legs to scale the wall
  - Enhance fine motor skills as children grip the hand holds and move about the wall.
  - Develop social skills with other students as they talk with their friends as they climb together

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

**Grade 5 | Spotlight on Music: Section 2:Unit 1: Lesson 4: Sing with So**

- Objectives:**
- Sing with so.
  - Read fermata and upbeat.
- Concept:**
- Melody

**Lesson / Instruction**

Start with:  
**Musical Concentration**  
Resource Master R-3: Document (already printed)

- In pairs**, students take turns playing concentration (match two cards)
  - When a matching pair is found, the other person is to sing those notes
  - If notes are sung accurately, that person takes the pair.
  - Students use pitched instruments to check

**READ | Fermata and Upbeat**  
CONCEPT OVERVIEW | S2U1L4: Sing with So: Interactive

- Catch a variety of different balls alone and with a partner

**Lesson / Instruction**

**(10 min) Warm Up**

- 3 Laps
- Stretch-er-cise (Card 281)

**(10 min) Go Fitness: Cardiovascular**  
**Efficiency: Aerobic Games** Materials: Hoop and 12 beanbags (per student), 20-25 polypots, 1 bucket/crate/box

- Computer Virus (Card 73-74)

**(25 min) Go Activity: Basketball: Skill**  
**Development Activities**  
Materials: 1 basketball per student

- Hoop It Up - Ball Handling Skills (Card 371-372)

**(5 min) Cool-down**

- Simon Says (Card 5)

**Materials / Resources / Technology**

- Have students choose** patterns that are easy to remember and add their effects to each line as they sing the song.

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

**Basketball Unit**

- Objective:**
- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
  - Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
  - Have fun being physically active.
- 5th Grade:**
- Using a variety of objects, throw a leading pass overhand to a partner
  - Catch objects of different sizes and weights by moving to a designated area
  - Throw and catch in a small group game to keep the ball away from opponents or reach a goal

**Lesson / Instruction**

**(10 min) Warm Up**

- 3 Laps
- Stretch-er-cise (Card 281)

**(10 min) Go Fitness: Cardiovascular**  
**Efficiency: Aerobic Games** Materials: Hoop and 12 beanbags (per student), 20-25 polypots, 1 bucket/crate/box

- Computer Virus (Card 73-74)

**(25 min) Go Activity: Basketball: Skill**  
**Development Activities**  
Materials: 1 basketball per student

- Hoop It Up - Ball Handling Skills (Card 371-372)

**(5 min) Cool-down**

- Simon Says (Card 5)

**Materials / Resources / Technology**

Break 2:30pm - 2:45pm



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

SONG ANTHOLOGY |  
Grade 5: Document pg.  
185 - online

- Have students refer to Song Anthology p. 181 to study the notation of "O, I'm Gonna Sing."
- Define fermata and have students identify the symbol as they read the rhythm.

O, I'm Gonna Sing (Stereo Mix): Audio

- Play "O, I'm Gonna Sing."
- Review the definition of upbeat and discuss the effect of the fermata on the upbeat.
- Encourage students to recall other songs that have an upbeat, such as "In That Great Git'n Up Mornin'."

READ | Pitches

ACTIVITY | S2U1L4:

Adding to Do Re Mi:

Interactive

- Have students read the song's melody with pitch syllables and hand signs
- Have them name the pitch added to do, re, and mi. (so)

iSONG | O, I'm Gonna

Sing: Interactive

- Ask students to sing "O, I'm Gonna Sing" with the words. (The interactive starts with a whole note instead of a pickup note with a fermata above it.)

REACHING ALL

LEARNERS | Inclusion

**Inclusion** A student who is hearing impaired or deaf may be challenged to participate fully in a music class. You can help the student by touching the shoulder or giving a wave to get the student's attention before speaking or starting an activity. To keep the student on task, have him or her point to the words of the song as the class sings.

MUSIC SKILLS | Guitar.

Keyboard

VIRTUAL FRETTED  
INSTRUMENTS | Strings

(Bass, Guitar, Banjo,

Ukulele): Interactive

Guitar

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

### Grade 6 | Spotlight on Music: Section 2: Unit 1: Lesson 3: Sing a Pentatonic Song

Objectives:

- Read a pentatonic melody.

Lesson / Instruction

READ | I'm Going to  
Georgia

CONCEPT OVERVIEW |  
S2U1L3: Sing a Pentatonic  
Song: Interactive

- Give students an overview of the lesson.

SONG ANTHOLOGY |  
Grade 6: Document

- Have students look at "I'm Going to Georgia" in Song Anthology p. 134 and find the meter, main rhythm, and the dotted half notes (rhythm is 1/4 note, 1/2 note, 1/4 note)

ACTIVITY | A Pentatonic  
Scale: Interactive

- Have students find so and la as labeled on the staff and identify the tone set as pentatonic.

iSONG | I'm Going to  
Georgia: Interactive

Have students:

- Sing "I'm Going to Georgia" with pitch syllables and hand signs, then with letter names, then with the words. Do this in small groups.
- Sing the song with the recording.
- Sing "I'm Going to Georgia" with the recorded accompaniment

MOVEMENT | Patterned

Movement

MOVEMENT | Double  
circle dance for "I'm Going  
to Georgia": Interactive  
Double Circle Dance for  
"I'm Going to Georgia"

Formation: Double circle,  
facing clockwise, with  
partners joining nearest  
hands.



- **Invite advanced guitar students** to play the chords shown above the staff of "O, I'm Gonna Sing."
  - Students might also play the chords on the Virtual Guitar.
  - This could be done live or by slowing the tempo of the iSong and turning off the Instruments so that only the Vocals are heard.

**VIRTUAL INSTRUMENTS**

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

**Keyboard**

- **Invite** students to play the melody of "O, I'm Gonna Sing" on a keyboard.
  - The melody falls under the hand well with the right thumb on F.
  - The melody could also be played on the Virtual Keyboard.

Song: Circles move clockwise, two steps each measure.

**Interlude:** Drop hands. The inner circle moves in the opposite direction until the last measure when each student in the inner circle takes the hand of the closest person in the outer circle.

**Song:** The dance resumes with new partners as they begin the song again.

**MUSIC SKILLS | Create**

**RESOURCE MASTERS |**

**Grade 6: Document: Resource Master R•2 p. 110 (PRINT)**

**Create**

- **Have students create** new verses to "I'm Going to Georgia" using Resource Master R•2 p. 110.

Break 2:30pm - 2:45pm

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

**Grade 6 | Spotlight on Music: Section 2: Unit 1: Lesson 2: Practice with Pitches and Rhythms (finish)**

**Objectives:**

- Read a song with basic pitches, rhythms, and slurs.

**Concept:**

- Melody
- Rhythm

**Lesson / Instruction**

**RESOURCE MASTERS |**

**Grade 6: Document:**

**Write** (Write your own melody in quarter notes, eighth notes, and do, re, mi in the key of C using **Resource Master R•1 page 109**)

- **Have students practice** writing their own melody of quarter notes, eighth notes, and do, re, mi in the key of C
- **Have students work in pairs** to organize a longer piece based on the ABA form of "Roll



de Ole Chariot Along" earlier in the lesson.

- **Encourage** them to test alternatives and to revise their melodies to include a clear beginning, contrasting middle, and final ending.