



Monday 01/29/2024

Breakfast Duty 8:00am - 8:30am

Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am

Song Writing

Standards

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

MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts

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

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

MU: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 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 phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

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 identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.



- MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.
- 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.
- MU:Re7.1** Select - Choose music appropriate for a specific purpose or context.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.

Objectives:

- Have students continue writing the lyric portion of their song

Lesson / Instruction

1. 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**

2. 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

Lunch 11:20am - 12:12pm

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

Grade PreK | Spotlight on Music: Unit 4: Food: Lesson 2: Instruments Can Make Different Sounds

Standards

- MU:Cn11.0.PreKa** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr1.1.PreKa** With substantial guidance, explore and experience a variety of music.
- MU:Cr2.1.PreKa** With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).
- MU:Cr3.1.PreKa** With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.
- MU:Cr3.2.PreKa** With substantial guidance, share revised personal musical ideas with peers.
- MU:Re7.1.PreKa** With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.
- MU:Re9.1.PreKa** With substantial guidance, talk about personal and expressive preferences in music.

Objectives:

- Children will listen and play a variety of instrumental tone colors.

Concept:

- Tone color

Lesson / Instruction

This will take at least 2 class periods

INTRODUCTION

CONCEPT OVERVIEW | S1U4L2: Instruments Can Make Different Sounds: Interactive

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

LOCATOR MAP | Germany: Interactive

- **Optional:** For the next activity you may want to use the locator map showing Germany.

LET'S BEGIN | Muss i denn

LISTENING | Muss i denn: Interactive



Invite children to:

- **Describe the picture** on the slide. (Explain that it is a German marching band.)
- **Listen** to the band while they pat with the beat.

LISTENING MAP | Muss i denn: Interactive

- **Have children** tap with the beat of the music by using a finger to tap each picture on the listening map slide.
 - Point out to children that they should start with the left picture/beat bar.
- **Help students notice** that the music changes from red to blue in the middle of the piece, as does the color of the highlighting beat bars.
- **Play the slide again** and ask children to raise a hand when the bars change from red to blue.

MOVE | March Steps

KIDS GOTTA MOVE | March: Video

Invite children to:

- **Watch the video** about marching steps.
- **March** along with the video.
- **Discuss** ways to stop at the same time.
- **Form a "marching band"** and march around the room as you lead them while "Muss i denn" plays again.

MOVEMENT | Patterned Movement

Patterned Movement: Forming a Standing Circle Forming a standing circle can be complex for young children. Explain to children that they must first move in a line. To do this, ask children to pat with the beat of "Muss i denn" as you march alone. Tap a nearby child, and have him/her join hands with you as you continue to march, the chosen child following you. Ask that child to tap a nearby child, join hands with him/her, and follow both of you. Continue until all have been tapped and are in the moving line. Then, lead children around in an arc. (Repeat the music as needed.) Finally, join hands with the last child selected, forming a circle.

LISTEN | Instrument Sounds

ACTIVITY | S1U4L2: Trumpet and Bass Drum: Interactive

- **Display** the slide to show two of the instruments playing in the marching band—trumpet and bass drum.
- **Ask a volunteer** to click the audio icon to listen to excerpts for each instrument.
- **Talk about** how the instruments are played and pantomime playing each one.
- **Invite** children to stand and form a marching band, pantomiming playing trumpets and drums, and march around the room following a leader.

LISTEN | I Like Spinach

iSONG | I Like Spinach: Interactive

Have children:

- **Listen** for the vegetables mentioned in the song "I Like Spinach." (spinach, carrots, green beans, broccoli)
- **Identify** the call. (I like spinach/carrots/green beans/broccoli.)
- **Echo-sing** each call.
- **Listen** to the song again and turn around in place at the end of the response.

SING | I Like Spinach

I Like Spinach (Stereo Mix): Audio

Invite children to:

- **Form** four groups, each group choosing a vegetable; either spinach, carrots, green beans, or broccoli.
- **Sing** their call.
- **Give children** a cue when their call is about to start.
- **Sing** their call at the right time as they are able, turning around in place after the response.

LINKS | Movement

Movement: Spinach Roll **Materials:** playground ball

This game can help children develop self-control and coordination.

- To reinforce the call-and-response aspect of this song, guide children to sit in a big circle.
- Have them spread their legs in a "V" so that their feet touch their neighbors.
- Have children think about foods they like. (You might suggest specific foods, such as vegetables or snacks.)
- Give one child the ball and he or she becomes the leader.
- Have the leader name a food that he likes to eat; for example, "I like spinach."
- Everyone responds "He/she likes spinach" and the leader rolls the ball to another child.
- Whoever the ball rolls to is the new leader.

LINKS | Drama

London Bridge (Instrumental): Audio

Drama: Let's Wrap Together This activity can help children develop coordination and their ability to play creatively.

- **Encourage** children to pretend they are a type of wrapped food, such as a sushi roll or a burrito.
 - What kinds of fillings would they want to be?
- **Have them roll around** the room as you sing "Little Sushi Roll," sung to "London Bridge." (Instrumental)
- **Encourage them** to roll away from each other so flavors won't mix.

(Optional: You may wish to use the interactive song, muting the vocals in the Mixer.)

*Roll, little Sushi, roll, roll, roll,
Roll, roll, roll, roll, roll, roll,
Roll, little Sushi, roll, roll, roll,
Fish and rice and seaweed.*

PLAY | Vegetable Patterns

ACTIVITY | S1U4L2: I Like Spinach: Interactive

Have children:

- **Identify** the vegetables pictured in the interactive slide. (carrots, spinach, corn, green beans, peas, squash)
- **Say** the name of each vegetable as you point to each tile with the beat.
- **Create** a vegetable pattern, repeating vegetables if desired.



- (You may want to work as a class or have volunteers click and drop the tiles in the target areas.)
- **Say** the name of the vegetable as you tap each target area with the beat. (Then create more patterns.)
- **Decide** what instrument to use to play their pattern.
- **Encourage** children to notice the sound of each instrument as they play their patterns.
- **Explain** to children that we recognize an instrument sound by its tone color .

IDENTIFY | Instrument Sounds

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

- **Invite** children to play a game.
- **Play** an instrument out of the children's view and have them identify the instrument.
 - Once children have responded, show them the instrument and play it. Then tell them the name of the instrument.
- **Display** the virtual instruments slide.
- **Remind** children that each instrument has a specific tone color, or sound.
- **Ask** volunteers to take turns clicking on an instrument to hear the sound.
- **Encourage** them to try clicking a vegetable rhythm pattern on a chosen virtual percussion instrument.

PROGRESS CHECKPOINT

Informal Assessment

Ask children to play one pattern they created with an instrument of their preference. Observe the different ways children explore instrument sounds. Encourage children to talk about their pattern and instrument preferences.

Optional Reteaching

If children have difficulty identifying the tone color of instruments, use the glossary of instruments slides found in Resources.

WRAP UP

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

- **Have children recall** that they explored the sound of different instruments. Invite them to form a line at the end of class as you improvise on the drum.

SCHOOL TO HOME

SONG ANTHOLOGY | Grade PreK: Document

- We are learning the song "I Like Spinach," p. 29.

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

Grade 2 | Spotlight on Music: Section 1: Unit 1: Lesson 8: What Is That Sound? (continued)

Standards

- MU:Cr1.1.2a** Improvise 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 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

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 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 tone color:*
 - tone color
 - deep pitched
 - mellow
 - percussive
- *What 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 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 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 eight 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, 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 perform the melody without the found sounds, instead clapping on the beats of rest. Add the found sounds when the group can 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

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

Standards

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

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

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

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.

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

Break 2:30pm - 2:45pm

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



Grade 6 | Spotlight on Music: Section 2: Unit 1: Lesson 5: More Pentatonic Practice

Standards

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

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.

Objectives:

- Read a pentatonic song with so | and la | .
- Improvise a rhythm ostinato.

Concept:

- Melody

Lesson / Instruction

READ | Shoes of John

CONCEPT OVERVIEW | S2U1L5: More Pentatonic Practice: Interactive

- Give students an overview of the lesson.

PIANO ACCOMPANIMENT | Shoes of John

SONG ANTHOLOGY | Grade 6: Document

Have students:

- Identify the meter and rhythms used in "**Shoes of John**" using **Song Anthology p. 256**. (4/4; eighth-note pairs, quarter notes, dotted half notes)
- Read and clap the rhythm of the song with syllables of your choice, then with the words.

PITCH SOUNDS AND SYMBOLS: Interactive

Have students:

- Volunteer to write so | , la | , and do (C, D, and F) on a staff. Use **ACTIVITY | Staff Paper | Four 5-line Staves: Interactive**
 - You may wish to set up Pitch Sounds/Symbols in F pentatonic with those pitches or the pitches C D F G A C
- Identify the starting pitch and the lines that repeat in "Shoes of John." (so | ; 1 and 4)
- Sing the song with pitch syllables and hand signs then with the words.

PLAY | Unpitched Ostinato with Shoes of John

PLAYALONG | S2U1L5: Shoes of John: Interactive

- Have students read and clap the ostinato then play it on unpitched instruments with the song.
- Evaluate their work.
 - Give students the opportunity to do this in large groups, small groups, and alone.
 - Reinforce good playing techniques.

IMPROVISE | Ostinatos for Shoes of John

- Invite students to improvise their own rhythmic ostinato patterns to play with the song.

REACHING ALL LEARNERS | Inclusion

Inclusion If a student with special needs has not retained the musical knowledge needed to improvise a rhythmic ostinato for "Shoes of John," pair him or her with a more knowledgeable student who can mentor the student during this activity.

MUSIC SKILLS | Sing

RESOURCE MASTERS | Grade 6: Document

Sing

- Have students add a harmony part to "**Shoes of John**" using **Resource Master R•4 p. 112**.



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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.

MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

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

Objectives:

- Have students continue writing the lyric portion of their song

Lesson / Instruction

1. 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**

2. 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

Lunch 11:20am - 12:12pm

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

Throwing & Catching 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.

2.3a Respond to touch, movement, and sound.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

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.
- 2.6d Participate in simple games, dance, outdoor play, and other forms of movement.
- 2.6e Engage in activities requiring new skills, without adult assistance.
- 2.6f Participate in physically active games with peers.
- 2.6g Recognize the positive feelings experienced during and after physical activity.
- 2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.
- 2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.
- 2.7e Identify who has hurt or made him or her feel bad.
- 2.7d Recognize rules and follow basic safety instructions.
- 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.

Objectives:

- Proper warm-up and cool-down and stretching techniques
- 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

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90-degree angle, hold upper body straight

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

1. Rainbow Crossing (Card 107)

Go Activity: Throwing & Catching Activities (10 min)

Materials: 1 bean bag per pair

1. Partner Catch (Card 377)

Go Activity: Throwing & Catching Activities (5 min)

Materials: 1 bean bag

1. Shooting Star (Card 378-379)

Go Activity: Throwing & Catching Activities (10 min)

Materials: 1 bean bag per pair

1. Circle Step Back (Card 380-381)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

Basketball Unit

Standards

- 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.
- 4.PE.9 Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.
- 4.PE.1 Use a combination of motor skills to engage in a variety of activities.
- 4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.
- 4.PE.6 Analyze opportunities for participating in physical activities outside health enhancement class.
- 4.PE.15 Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 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.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.
- 4.PE.5 Discuss the importance of hydration and hydration choices relative to physical activities.
- 4.PE.19 Describe and compare the positive social interactions when engaged in partner, small-group, and large-group physical activities.
- 4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and
- 4.PE.17 Examine the health benefits of participating in physical activity.
- 4.PE.8 Identify the components of health-related fitness.

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:

- 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

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular Efficiency: Aerobic Games Materials: 2 decks cards, 1 crate, 1 cone and frisbee per 3

1. Deal Me In (Card 75-76)

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

1. I Got Game - Dribbling Skills (Card 373-374)

(5 min) Cool-down

1. Simon Says

Materials / Resources / Technology

Recess 1:45pm - 2:00pm

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

Basketball Unit

Standards

- 3.PE.1 Perform a combination of motor skills in various contexts.
- 3.PE.3 Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.
- 3.PE.4 Recognize the concept of open space in movement context.
- 3.PE.7 Engage in the activities of health enhancement class without teacher prompting
- 3.PE.8 Describe the concept of physical fitness and provide examples of physical activity than enhance fitness.
- 3.PE.9 Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.
- 3.PE.10 Practice personal responsibility in teacher-directed activities.



- 3.PE.11 Work independently for extended periods of time.
- 3.PE.12 Accept and implement specific corrective teacher feedback.
- 3.PE.13 Recognize the role of rules and etiquette in physical activity with peers.
- 3.PE.14 Support and work cooperatively with others.
- 3.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 3.PE.16 Work independently and safely in physical activity settings.
- 3.PE.17 Discuss the relationship between physical activity and good health.
- 3.PE.18 Discuss the challenge that comes from learning a new physical activity; and
- 3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

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

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular Efficiency: Aerobic Games **Materials:** 2 decks cards, 1 crate, 1 cone and frisbee per 3

1. Deal Me In (Card 75-76)

(20 min) Go Activity: Basketball: Skill Development Activities

Materials: 1 polyspot and basketball per student

1. I Got Game - Dribbling Skills (Card 373-374)

(2 min) Cool-down

1. Simon Says

Materials / Resources / Technology

TALENT SHOW PRACTICE 2:45pm - 3:30pm



Wednesday 01/31/2024

American Heart Association Kick off Assembly - Pre-K thru 5th Grade (9:30 am)

Breakfast Duty 8:00am - 8:30am

Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am

Song Writing

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- MU: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 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 phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- 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 identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

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

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.

MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

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

Objectives:

- Have students continue writing the lyric portion of their song

Lesson / Instruction

1. **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**

2. **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

Lunch 11:20am - 12:12pm

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

Grade K | Spotlight on Music: Section 1:Unit 3: Lesson 1: Walk, Jog, or Gallop (2 of 2)

Standards

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

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

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

MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

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

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

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Objectives:

- Gallop to show aural recognition of gallop rhythm (quarter and eighth note).

Concept:

- Meter

Lesson / Instruction

This lesson is very long and will take 2 class periods

INTRODUCTION

**CONCEPT OVERVIEW | S1U3L1: Walk, Jog, or Gallop: Interactive**

- REVIEW the concept of the lesson using this slide.

LINKS | Reading

Reading: The Letter D Use “Deedle, Deedle Dumpling” to work with children on the letter D. Give children blank booklets and have them glue pictures of items beginning with the letter D on the pages. On the cover, have them copy or trace the letter D in upper and lower case form.

MOVEMENT | Deedle, Deedle Dumpling

Locomotor Movement: “Deedle, Deedle Dumpling” When moving to “Deedle, Deedle Dumpling,” reinforce the strong beat by playing it on a drum. All children can jog to this at once, moving in a circle or through shared space. Alternatively, one child can begin. Have the others join in as you call on them in follow-the-leader style behind the first child.

MOVE | To a Poem

- Teach the poem “Deedle, Deedle Dumpling” and ask which lines are the **same**. (first, last)
- Invite children to play a musical game by removing one shoe and jogging as they say the poem.

HISTORY AND CULTURE | Mother Goose

Mother Goose No one knows for sure how the idea of Mother Goose as a spinner of nursery rhymes and tales originated. The first mention of her occurred in a 1650 French book, in which the name might have been a reference to a French queen. In 1697 a French writer, Charles Perrault, used the term “Tales of My Mother Goose,” in a book that included such stories as “Cinderella” and “Little Red Riding Hood.” In about 1756 an English writer named John Newbery attached the name Mother Goose to a collection of nursery rhymes, setting the stage for the widespread use of the term “Mother Goose rhymes.”

LISTEN | Jack, Be Nimble**iSONG | Jack, Be Nimble: Interactive****SONG ANTHOLOGY | Grade K: Document - See Song Anthology, p. 72****Have children:**

- Listen to “Jack, Be Nimble” and notice that it has two different sections. (sung, spoken)
- Listen again and click the underlying long-short rhythm on each beat with their tongues, then decide if it is a walking, jogging, or galloping rhythm. (galloping)

? Classify and Categorize**IDENTIFY / SING | Repeat Signs****SONG ANTHOLOGY | Grade K: Document - See Song Anthology, p. 72.**

- Explain to children that repeat signs tell us to repeat everything inside them.
- Use **Song Anthology, p. 72**, to show the notation for “Jack, Be Nimble,” and point to the repeat sign at the end of the second line.
- Play the song audio and guide children through the notation, pointing to the repeated parts when they are heard.
- Then have children sing the song and **hold both hands up facing each other when they are singing the repeated part**.

MOVE | Jack, Be Nimble**Jack, Be Nimble (Stereo Mix): Audio****Invite children to:**

- Echo each line to learn the rhyme.
- Listen as you remind them that the same foot is always in front when they gallop.
- Sing the first section (without the recording) as one child gallops over to a second child.
- Repeat the sung section as the second child gallops to a third child, and so on, until all have had a turn. (All then gallop back to their original spaces.)

REACHING ALL LEARNERS | Inclusion

Inclusion Reluctant children may be encouraged to gallop with a hobby-horse on a stick. Children can take turns galloping with it as the others say “Jack, Be Nimble.” For a game, begin in scatter formation. As all say the rhyme, one child gallops with the hobbyhorse across the room, gives it to the nearest child, and sits where that child was standing. As the rhyme is repeated, the second child then gallops to a third child, until all have had a turn and all are sitting. End by all galloping back to their original spaces.

MOVEMENT | Achieving Physical Balance

Locomotor Movement: Achieving Physical Balance The faster and more energetic a locomotor movement, the more difficult it is to stop without falling forward. Children are more likely to lose their balance when stopping a run or gallop than when stopping a walk. Children will be able to see this when a volunteer demonstrates stopping from a walk, run, and gallop. Ask children what they think they can do to keep their balance when they stop suddenly. Encourage them to stretch arms out to sides, stop closer to the floor, and tense muscles so they can freeze like statues.

LISTEN | Harpsichord**ACTIVITY | S1U3L1: Harpsichord: Interactive**

- Introduce the harpsichord by inviting them to look at the slide ACTIVITY | Harpsichord.
- Have children listen to the sample.
- Tell children that this was one of the first keyboard instruments and was invented many years ago, before the piano.
- Explain that when a key is played, the strings inside the instrument are plucked like those of a guitar string, but by a quill.
 - (Contrast this by playing notes on an acoustic piano, if possible, as children watch the hammers strike the strings under the lid.)

LISTENING | Sonata in C Major: Interactive

- Invite children to listen for the harpsichord in Sonata in C Major, Longo 104, by Domenico Scarlatti. Point out the illustration of the composer on the slide.

ART GALLERY | Making Music at a Harpsichord: Interactive

- Show students the harpsichord in the Art Gallery as well.

PROGRESS CHECKPOINT**Informal Assessment**

- Ask children to listen again to Sonata in C Major, moving to show whether it is galloping or jogging music. (galloping)
- Invite children to identify appropriate audience behavior while listening.



Optional Reteaching

If children have difficulty recognizing the galloping rhythm, have them mirror you in walking and galloping their "hand-feet" in place on the floor as they listen to the Sonata.

PORTFOLIO | Creative Unit Project

Creative Unit Project [2 of 7]

- Invite students to practice saying and tapping the rhythm of the A section of "Jack, Be Nimble" and saying "Deedle, Deedle Dumpling," tapping the rhythm of lines 1 and 4.
- Tell children that this song and poem will be used in their performance piece for the Creative Unit Project.

WRAP UP

- Invite children to tell you that they practiced listening for walking, jogging, and galloping rhythms.
- Have them listen to the Sonata again, galloping one by one to their places in line when you signal to each child.

SCHOOL TO HOME

SONG ANTHOLOGY | Grade K: Documents

We are learning these songs:

- "It's So Good to See You," p. 71
- "Jack, Be Nimble," p. 72

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

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

Standards

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

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

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

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.

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 the slide to adjust the volume of the 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.

MUSIC SKILLS | Read, Orff Instruments, and Create

RESOURCE MASTERS | Grade 5: Document: Resource Master R•3, p. 111

- 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.

ORFF ORCHESTRATIONS | Grade 5: Document: Orff Orchestration O•18

- See Orff Orchestration O•18 for an accompaniment to "Deta, Deta."
- 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 instrument).
- Suggest sounds such as rising arpeggios (set up bells F A C) for the moon coming out and a gong for the tray.
- 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

Standards

5.PE.1 Exhibit competency in fundamental motor skills and selected combinations of skills.

5.PE.3 Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures.

5.PE.4 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.



- 5.PE.6 Chart and analyze fitness benefits of physical activity outside health enhancement class.
- 5.PE.7 Actively participate in all activities of health enhancement class.
- 5.PE.9 Identify the need for warm-up and cool-down activities related to various physical activities.
- 5.PE.10 Participate in physical activity with responsible interpersonal behavior.
- 5.PE.11 Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
- 5.PE.12 Give corrective feedback respectfully to peers.
- 5.PE.13 Critique the etiquette involved in rules of various activities.
- 5.PE.14 Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
- 5.PE.15 Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
- 5.PE.16 Apply safety principles with physical activities.
- 5.PE.17 Compare the health benefits of participating in selected physical activities.
- 5.PE.19 Analyze the social benefits gained from participating in physical activity.

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

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular Efficiency: Aerobic Games **Materials:** 2 decks cards, 1 crate, 1 cone and frisbee per 3

1. Deal Me In (Card 75-76)

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

1. I Got Game - Dribbling Skills (Card 373-374)

(2 min) Cool-down

1. Simon Says

Materials / Resources / Technology

Break 2:30pm - 2:45pm

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

Grade 6 | Spotlight on Music: Section 2: Unit 2: Lesson 6: Sing Sixteenth Notes

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:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

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

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

Objectives:

- Read and listen for sixteenth-note rhythms.



Concept:
• Rhythm

Lesson / Instruction

READ | Salamanca Market

CONCEPT OVERVIEW | S2U1L6: Sing Sixteenth Notes: Interactive

- Give students an overview of the lesson.

ACTIVITY | Identify Rhythm and Pitch: Interactive

Have students:

- Read about, describe, and clap sixteenth notes.
- Have students identify the missing pitch in the pitch ladder. (do ' or C ')

SONG ANTHOLOGY | Grade 6: Document

Have students:

- Identify the meter of "Salamanca Market."
- Read the rhythm of "Salamanca Market" from Song Anthology p. 249 saying:
 - Sal-a-man-ca for sixteenth notes
 - Mar-ke-t for eighth-note pairs
 - Day for the quarter note
- Then read with the words.
- Identify do and sight-read the song with pitch syllables and hand signs. (C)
- Evaluate their sight-reading accuracy.

iSONG | Salamanca Market: Interactive

- Have students sight-sing the song with the words in unison, then sing with the recording.

iSONG | Salamanca Market (canon): Interactive

Have students:

- Sight-sing the song in canon, then sing with the recording.
- Evaluate their sight-reading accuracy.

MUSIC SKILLS | Guitar

GUITAR | Grades 6-8: Document

Guitar

- Use **Guitar G-22 (The Major Scale) p. 53** to learn to play the C-major scale on guitar.
 - There are two pages.
- Students can then learn the melody of "Salamanca Market."

LISTEN | Concerto Grosso

MEET THE MUSICIAN | S2U1L6: George Frideric Handel: Interactive

- Have students read about George Frideric Handel.
- Explain that a concerto grosso is a composition that alternates between full orchestra and a group of solo instruments.

LISTENING | Concerto Grosso, Opus 6, No. 11, First Movement: Interactive

Have students:

- Sight-read and pat the four-measure rhythm on the slide with alternating hands, saying Bach for 1/4 notes, Handel for 2 barred 1/8th notes, Pergo-le-si for 4 barred 1/16th notes, and pulse the hands in the air for the rests.
- Listen to **Concerto Grosso Opus 6, No. 11**, signaling or patting the rhythm when they hear similar rhythms. (Sometimes there are more measures of each rhythm.)

HISTORY AND CULTURE | George Frideric Handel

George Frideric Handel German composer George Frideric Handel (1685–1759) studied the harpsichord, oboe, and organ as a child. However, his father wanted him to pursue a career in law, so he put off his musical studies until after his father died. He studied in Italy but later settled in England. Handel became one of the great masters of the Baroque period, writing works in many different genres, including the concerto grosso .

ADDITIONAL RESOURCES | Handel

HANDEL'S LAST CHANCE | S01 Titles: Video

Handel

- Have students watch the video "Handel's Last Chance."

The video has 20 segments found in Resources. Refer to Resources | Composers and Lyricists | George Frideric Handel for an article on this composer.



Thursday 02/01/2024

American Heart Association Kick off Assembly - Pre-K thru 5th Grade (9:30 am)

Big Sky Fit Kids Contest

Breakfast Duty 8:00am - 8:30am

Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am

Song Writing

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- MU: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 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 phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- 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 identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

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

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.

MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

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

Objectives:

- Have students continue writing the lyric portion of their song

Lesson / Instruction

1. **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**

2. **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

Lunch 11:20am - 12:12pm

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

Throwing & Catching 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.
- 2.3h** Adapt movements to specific situations.
- 2.3i** Demonstrate concepts through movement.
- 2.4a** React to participation in daily routines.



- 2.4c Indicate needs and wants.
- 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.
- 2.6d Participate in simple games, dance, outdoor play, and other forms of movement.
- 2.6e Engage in activities requiring new skills, without adult assistance.
- 2.6f Participate in physically active games with peers.
- 2.6g Recognize the positive feelings experienced during and after physical activity.
- 2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.
- 2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.
- 2.7c Respond to warnings and redirection for unsafe behaviors and 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.

Objectives:

- Proper warm-up and cool-down and stretching techniques
- 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

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90-degree angle, hold upper body straight

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

1. Rainbow Crossing (Card 107)

Go Activity: Throwing & Catching Activities (10 min)

Materials: 1 bean bag per pair

1. Partner Catch (Card 377)

Go Activity: Throwing & Catching Activities (5 min)

Materials: 1 bean bag

1. Shooting Star (Card 378-379)

Go Activity: Throwing & Catching Activities (10 min)

Materials: 1 bean bag per pair

1. Circle Step Back (Card 380-381)

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 4: Practice Reading Pitches (continued)

Standards

MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.

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

Objectives:

- Read quarter notes, eighth-note pairs, and do-re-mi melodies.



Lesson / Instruction

READ | Who's That Yonder?

CONCEPT OVERVIEW | S2U1L4: Practice Reading Pitches: **Interactive**

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

ACTIVITY | S2U1L4: Reading Do, Re, and Mi: **Interactive**

Have students:

- Review eighth-note pairs, quarter notes, and quarter rests.
- Read the rhythm using syllables of your choice for quarter notes and eighth-note pairs.
- Read the rhythm with pitch syllables.

PITCH SOUNDS AND SYMBOLS: **Interactive**

You may wish to use Pitch Sounds and Symbols.

- Use the Settings button to choose:
 - Scale = do pentatonic
 - Pitch for do = F
 - 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.

SONG ANTHOLOGY | Grade 3: **Document**

Have students:

- Refer to **Song Anthology p. 258** to clap the rhythm while saying the words of the song.
- Identify the pitches in the song, the position of do, the starting pitch, and the ending pitch. (do re mi; space 1; mi; do)
- Practice saying the pitch syllables in rhythm.
- Sing the song with hand signs and pitch syllables.

THINK! | S2U1L4: Compare Song Measures: **Interactive**

- Have students identify how the two lines of the song are alike and different.
 - **Both lines:** have mi and do, quarter notes, a quarter rest.
 - **Line 1:** pitches move by skips; has no eighth notes.
 - **Line 2:** pitches move by steps or are repeated; has eighth notes.)

iSONG | Who's That Yonder?: **Interactive**

- Have students listen to the recording.
- Ask students to sing the song with words. (Use the recorded accompaniment.)

PLAY | Rhythm Pattern

PLAYALONG | Who's That Yonder?: **Interactive**

- Tell students they will perform a repeated part that goes with "Who's That Yonder?" The part is a rhythm that is found in the song.

Have students:

- Identify the rhythm notation for this pattern.
- Clap the rhythm of the words *Must be the* (1/4 note, barred 1/8 notes)
- Transfer the ostinato to rhythm sticks or other wood instruments.
- Play on the last measure of each line as they sing the song.

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

- You may wish to have some students use wood instruments in Virtual Percussion, such as claves or temple blocks.

MOVEMENT | Game

"Who's That Yonder?"

- Have students form three groups to plan ways they could act out each verse.
- Groups then form around one student, who is designated "It."
- "It" sings the first four measures of each verse, pointing at one of the groups to come in for the last four measures as a surprise.
- That group sings while performing their action with the lyrics.
 - For variation, have students improvise new lyrics with additional colors and group actions.
- Have the groups sing the entire song with hand signals and pitch syllables, with one group singing each mi, one singing each re, and one singing each do.

MUSIC SKILLS | Listen, Play

ACTIVITY | Vocal Ranges: **Interactive**

Listen

- Have students listen for the background singers in the recording of "Who's That Yonder?"
- Guide students to realize that they heard an adult chorus with men and women singing.
- Explain that adult voices are labeled according to their range. The four vocal parts are usually identified like this: soprano is the higher woman's voice, alto is the lower woman's voice, tenor is the higher man's voice, and bass is the lower man's voice.
- Have students observe the ranges and listen to the pitches on the slide.
- Point out that the lower sounds are notated on a staff with a bass clef.
- Guide students to identify both the treble and bass clefs on the slide.
- Have them identify the clef that appears in most of the songs they sing in this course. (treble)

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

- Have students play "Who's That Yonder?" on mallet instruments.
 - Remove all bars but F G A.

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

Grade 4 | Spotlight on Music: Section 2: Unit 2: Lesson 2: Sixteenth Notes (continued)

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:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.



MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.

MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Objectives:

- Read and improvise sixteenth-note rhythm patterns and review la | and so | .

Lesson / Instruction

READ | The Girl I Left Behind Me

CONCEPT OVERVIEW | S2U2L2: Sixteenth Notes: **Interactive**

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

SONG ANTHOLOGY | Grade 4: **Document**

Have students:

- Refer to the **Song Anthology p. 76**, read about sixteenth notes, then find them in the song.
- Read the rhythm of the song. Say danc-ing for eighth notes, prom-e-nade your for sixteenths, and girl for quarter notes.
- Say the words in rhythm.

PITCH SOUNDS AND SYMBOLS: **Interactive**

You may wish to use Pitch Sounds and Symbols.

- Use the **Settings** button to choose:
 - Scale = do pentatonic
 - Pitch for do = F
 - Select Pitch Syllables low so, low la, do, re, mi, so, la.
- 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 staff, letter names, pitch syllables, and hand signs can be hidden or shown.

Ask students to refer to the Song Anthology again and:

- Find la | and so | in the song and identify their position on the staff
 - mm. 2, 6, 7
 - so | is first line below staff
 - la | is space below line 1
- Have student sing the song with pitch syllables and hand signs.

iSONG | The Girl I Left Behind Me: **Interactive**

Ask students to:

- Listen to the recording.
- Sing the song with the words. (Use recorded accompaniment.)
- Sing the melodic phrase of the last two measures of the song with letter names and pitch syllables.
- Review tonal center. (tonal center is do/F)
 - Explain that in the last two measures **do tonal center means the melody of a song is centered around do.**
 - The tonal center is often the last note of a song.

HISTORY AND CULTURE | Square Dancing

Square Dancing "The Girl I Left Behind Me" is a square dance tune. Square dancing began in New England when European settlers brought folk dances from their countries. After a long week of hard work, the settlers would gather in a hall or barn on Saturday night to dance. Soon dance moves from different cultures began to blend, and a "caller" was needed to give directions to the dancers. Square dancing remains popular in many parts of the United States today.

IMPROVISE | Body Percussion Rhythm

ACTIVITY | S2U2L2: Read and Improvise Rhythm Patterns: **Interactive**

- Have students improvise body percussion or percussion rhythm ostinatos that include sixteenth notes.
 - The sixteenth-note patterns that include eighth notes are taught in the next two lessons.
- Use the slide to review several sixteenth-note patterns



Friday 02/02/2024

American Heart Association Kick off Assembly - Pre-K thru 5th Grade (9:30 am)

Big Sky Fit Kids Contest



Groundhog Day

Breakfast Duty 8:00am - 8:30am

Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am

Song Writing

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- MU: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 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 phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- 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 identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.
- 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.
- MU:Re7.1** Select - Choose music appropriate for a specific purpose or context.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.

Objectives:

- Have students continue writing the lyric portion of their song

Lesson / Instruction

1. **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**
 2. **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

Lunch 11:20am - 12:12pm

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

Grade 1 | Spotlight on Music: Section 1: Unit 2: Lesson 1: Long and Short (continued) BOOKLET

Standards

- MU:Cn10.0.1a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.1a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr1.1.1b** With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).
- 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:Pr4.3.1a** Demonstrate and describe music's expressive qualities (such as dynamics and tempo).
- MU:Re8.1.1a** With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

Objectives:

- Move to show aural identification of long and short sounds.

Concept:

- Rhythm

Lesson / Instruction

Ice Breaker:

- **Ask students** what sounds they hear around them



- **Have them tell** whether the sound is a long or short sound
 - **Review** long and short sounds and chart on the board
 1. Use words in the booklet to get ready to fill out the booklet
 - **Have students work on** their Creative Unit Project booklet
- PORTFOLIO | Creative Unit Project (Booklet)**
- Use **Resource Master 2*4 (booklet of long and short sounds)**. The Answer Key is on p.192.
 - *There are several pages to complete*

- GRAPHIC ORGANIZER | Column—2: Interactive**
- Use the graphic organizer to type in children's ideas (or draw ideas on whiteboard)
 - Use one column for short sounds and the other for long sounds.

Materials / Resources / Technology

Classroom Materials:
Resource Master 2*4 (Long or Short?)

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

Throwing & Catching Activities

Standards

- K.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills.
- K.PE.2** Perform locomotor skills in response to teacher-led creative dance.
- K.PE.3** Move in different pathways, general space with different speeds, and in personal space to a rhythm.
- K.PE.5** Identify active play opportunities outside health enhancement class.
- K.PE.6** Actively participate in health enhancement class.
- K.PE.7** Recognize that physical activity causes physical changes.
- K.PE.8** Practice warm-up and cool-down activities relative to vigorous physical activity.
- K.PE.9** Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).
- K.PE.10** Acknowledge responsibility for behavior when prompted.
- K.PE.11** Follow instruction and direction when prompted.
- K.PE.12** Recognize the established protocol for class activities.
- K.PE.13** Share equipment and space with others.
- K.PE.14** Recognize differences in ideas, cultures, and body types.
- K.PE.15** Follow teacher directions for safe participation and proper use of equipment with minimal reminders.
- K.PE.16** Understand that physical activity is important for good health.
- K.PE.17** Acknowledge that some physical activities are challenging or difficult; and
- K.PE.18** Identify physical activities that result in a positive personal experience while playing with friends.

Objectives:

- Proper warm-up and cool-down and stretching techniques
- 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

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands-on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90-degree angle, holding upper body straight

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

1. Rainbow Crossing (Card 107)

Go Activity: Throwing & Catching Activities (10 min)

Materials: 1 bean bag per pair

1. Partner Catch (Card 377)

Go Activity: Throwing & Catching Activities (5 min)

Materials: 1 bean bag

1. Shooting Star (Card 378-379)

Go Activity: Throwing & Catching Activities (10 min)

Materials: 1 bean bag per pair

1. Circle Step Back (Card 380-381)

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.8 Identify physical activities which contribute to developing strength and fitness.
- 2.PE.9 Describe warm-up and cool-down activities related to vigorous physical activity.
- 2.PE.10 Practice skills with minimal teacher prompting.
- 2.PE.11 Accept responsibility for class protocols with behavior and performance actions.
- 2.PE.12 Accept specific corrective feedback from a teacher.
- 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:

- Proper warm-up and cool-down and stretching techniques
- 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

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands-on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90-degree angle, hold upper body straight

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

1. Rainbow Crossing (Card 107)

Go Activity: Throwing & Catching Activities (10 min)

Materials: 1 bean bag per pair

1. Partner Catch (Card 377)

Go Activity: Throwing & Catching Activities (5 min)

Materials: 1 bean bag

1. Shooting Star (Card 378-379)

Go Activity: Throwing & Catching Activities (10 min)

Materials: 1 bean bag per pair

1. Circle Step Back (Card 380-381)

Cool-down: (5 min)

1. Simon Says (Card 5)