



Monday 02/12/2024	Tuesday 02/13/2024	Wednesday 02/14/2024	Thursday 02/15/2024	Friday 02/16/2024
<p>100th Day of School</p>	<p><b>AHA - Heart for Kids Fundraiser</b></p>	<p><b>AHA - Heart for Kids Fundraiser</b></p>	<p><b>AHA - Heart for Kids Fundraiser</b></p>	<p><b>AHA - Heart for Kids Fundraiser</b></p>
<p><b>AHA - Heart for Kids Fundraiser</b></p>	<p><b>Big Sky Fit Kids Contest</b></p>	<p><b>Big Sky Fit Kids Contest</b></p>	<p><b>Big Sky Fit Kids Contest</b></p>	<p><b>Big Sky Fit Kids Contest</b></p>
<p><b>Big Sky Fit Kids Contest</b></p>	<p>Valentines Day Activities</p>	<p>Valentines Day Activities</p>	<p><b>Breakfast Duty 8:00am - 8:30am</b></p>	<p><b>Breakfast Duty 8:00am - 8:30am</b></p>
<p>Valentines Day Activities</p>	<p><b>Breakfast Duty 8:00am - 8:30am</b></p>	<p><b>Breakfast Duty 8:00am - 8:30am</b></p>	<p>Band/Choir - 7 &amp; 8 (Group B) 8:35am - 9:30am</p>	<p><b>Band/Choir - 7 &amp; 8 (Group A) 8:35am - 9:30am</b></p>
<p><b>Breakfast Duty 8:00am - 8:30am</b></p>	<p>Band/Choir - 7 &amp; 8 (Group B) 8:35am - 9:30am</p>	<p><b>Band/Choir - 7 &amp; 8 (Group A) 8:35am - 9:30am</b></p>	<p><b>Song Writing</b></p>	<p><b>Song Writing</b></p>
<p><b>Band/Choir - 7 &amp; 8 (Group A) 8:35am - 9:30am</b></p>	<p><b>100th Day of School &amp; Valentine's Day Music Activities</b></p>	<p><b>Valentine's Day Music Activities</b></p>	<p><b>Standards</b></p>	<p><b>Standards</b></p>
<p><b>100th Day of School Music Activities</b></p>	<p><b>Standards</b></p>	<p><b>Standards</b></p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p>
<p><b>Standards</b></p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p>	<p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p>	<p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>
<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p>	<p><b>MU:Cn11.0.7a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>MU:Cn11.0.7a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p>	<p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p>
<p><b>MU:Cn11.0.7a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>MU:Cr2.1.7b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<p><b>MU:Cr2.1.7b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p>	<p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p>
<p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p>	<p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.</p>	<p><b>MU:Pr4.2.7b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p>	<p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p>	<p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p>
<p><b>MU:Pr4.3</b> Interpret - Develop personal interpretations that consider creators' intent.</p>			<p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	<p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>
<p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble</p>				



performances, individually or in collaboration with others.

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

**MU:Pr5.1.7a** 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.

**Objectives:**

- Celebrate the 100th day of school musically with songs and art

**Lesson / Instruction**

1. **Ukulele 100th Day of School Song - Ukulele Sheet Music**
  - Link: <http://www.teacherpayteachers.com/My-Purchases>
2. **100th Day of School Collaborative Music Poster - Poster from TPT**
  - Link: <http://www.teacherpayteachers.com/My-Purchases>

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

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

**Objectives:**

- Celebrate the 100th day of school musically
- Celebrate the upcoming Valentine's Day holiday with music worksheets

**Lesson / Instruction**

1. **Ukulele 100th Day of School Song - Play on Ukuleles**

**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.

**Objectives:**

- Celebrate Valentine's Day with musical worksheets

**Lesson / Instruction**

1. **Valentine's Day Activities - Document/Packet**

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

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

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

**Valentine's Day Activities**

**Standards**

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

**MU:Cr2.1.Ka** With guidance, organize personal musical ideas using iconic notation and/or recording technology.

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

**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

**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



Lunch 11:20am - 12:12pm

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

**100th Day of School & Valentine's Day Activites**

**Standards**

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

**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:Cr2.1.PreKb** With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

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

**MU:Pr4.3.PreKa** With substantial

2. **Valentine's Day Activities - Document/Packet**

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

Lunch 11:20am - 12:12pm

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

**Rock Wall with Valentine's Day Worksheets**

**Standards**

**2.1c** Exhibit a variety of small motor skills.

**2.1d** Scribble with a crayon or marker.

**2.1e** Engage in self-help skills.

**2.1f** Perform increasingly more sophisticated actions requiring hand-eye coordination.

**2.2b** Develop muscle tone and strength in trunk, neck, head, arms and legs.

**2.2c** Use developing motor skills to move more independently.

**2.2e** Demonstrate skills to move in the environment.

**2.2g** Demonstrate increased ability to use skills requiring balance.

**2.2h** Perform large motor movement alone or with others.

**2.3b** Focus eyes on near and far objects.

**2.3c** Calm with assistance.

**2.3f** Demonstrate an awareness of her body in space.

variety of music selected for performance.

**Objectives:**

- Musical Valentine's Day and 100th Day of School Dancing, Singing, and Music Worksheets

**Lesson / Instruction**

1. **Chicka Boom ? Valentine's Day Song for Kids ? Kids Dance Song - Video ?** by The Learning Station
  - Link: <http://youtu.be/6PA3ewtp3ng>
2. **A Tisket A Tasket Lyric Valentine's Day Song - Video** - The Kiboomers Preschool Songs
  - Link: <http://youtu.be/9V2c7nuYMdk>
3. **Valentine's Day Freeze | Jack Hartmann - Video**
  - Link: <http://youtu.be/avaVid8K7U>
4. **Valentines, Valentines, What Colors Do You See - Video** - The Kiboomers Preschool Songs & Nursery Rhymes
  - Link: <http://youtu.be/Ey2IMp49gtE>
5. **Valentine's Day Music Worksheets - Documents**

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

**Valentine's Day Activities**

**Standards**

**MU:Cn11.0.5a** Demonstrate understanding of relationships between music and the other arts, other disciplines,

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

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



guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

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

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

**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:**

- Musical Valentine's Day and 100th Day of School Dancing, Singing, and Music Worksheets

**Lesson / Instruction**

1. **Chicka Boom ? Valentine's Day Song for Kids ?** Kids Dance Song - **Video ?** by The Learning Station  
  - Link: <http://youtu.be/6PA3ewtp3ng>
2. **A Tisket A Tasket Lyric Valentine's Day Song:** **Video -** The Kiboomers Preschool Songs

**2.3h** Adapt movements to specific situations.

**2.3i** Demonstrate concepts through movement.

**2.4g** Participate in bathroom routines with growing independence.

**2.7d** Recognize rules and follow basic safety instructions.

**2.7h** Make choices about behaviors or activities when presented with alternatives.

**2.7i** Control or appropriately express intense emotions most of the time.

**2.7g** Recognize and describe the reasons for rules.

**2.7f** Understand and anticipate potential consequences of disregarding rules.

**Objectives:**

- Engage in physical activity whin conjunction with working on Valentin's Day art.

**Lesson / Instruction**

1. **Valentine's Day Music Worksheets - Documents**

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

**Rock Wall with Valentine's Day Worksheets**

**Standards**

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

**4.PE.6** Analyze opportunities for participating in physical activities

varied contexts, and daily life.

**MU:Pr4.2.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

**5** Reading and notating music.

**Objectives:**

- Musical Valentine's Day Dancing, Singing, and Music Worksheets

**Lesson / Instruction**

1. **Cupid's Freeze Dance Party! Valentines Day Brain Break | Games For Kids | Just Dance | GoNoodle - P.E. with Mr. G**
  - Link: <http://youtu.be/oZKKA156AU?si=vFTYomuNdaD7N6Uf>
2. **Valentine's Day Music Packet - Document**

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

**Rock Wall with Valentine's Day Worksheets**

**Standards**

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

**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.

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

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



- Link: <http://youtu.be/9V2c7nuYmDk>
- 3. **Valentine's Day Freeze | Jack Hartmann** - Video
  - Link: <http://youtu.be/avaVid8K7U>
- 4. **Valentines, Valentines, What Colors Do You See** - Video - The Kiboomers Preschool Songs & Nursery Rhymes
  - Link: <http://youtu.be/Ey2IMp49qtE>
- 5. **100th Day of School Collaborative Music Poster** - Poster from TPT
  - Link: <http://www.teacherspayteachers.com/My-Purchases>

outside health enhancement class.

**4.PE.7** Actively engages in the activities of health enhancement class, both teacher-directed and independent.

**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.

**Objectives:**

- Engage in physical activity whin conjunction with working on Valentin's Day art.

**Lesson / Instruction**

1. **Valentine's Day Music Worksheets** - Documents

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

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

**Rock Wall with Valentine's Day Worksheets**

**Standards**

**3.PE.1** Perform a combination of motor skills in various contexts.

**3.PE.6** Chart participation in physical activities outside health enhancement class.

**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.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.

**Objectives:**

- Engage in physical activity whin conjunction with working on Valentin's Day art.

**Lesson / Instruction**

1. **Valentine's Day Music Worksheets** - Documents

Break 2:30pm - 2:45pm

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

**Valentine's Day Activities**

**Standards**

**MU:Cn11.0.6a** Demonstrate understanding of relationships between

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.

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.



with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

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

**Objectives:**

- Musical Valentine's Day and 100th Day of School Dancing, Singing, and Music Worksheets

**Lesson / Instruction**

- Valentines Hunt Party? Brain Break? Unicorn Hunt? Cupid Hunt**  
Freeze Dance Video- Coach Corey Martin
1. *Link:*  
<http://youtu.be/oZKkA156AUI?si=VfTYomuNdaD7N6Uf>
- Valentine's Day Music Worksheets - Documents**
- 100th Day of School Collaborative Music Poster - Poster from TPT**
  - Link:*  
<http://www.teacherspayteachers.com/My-Purchases>

**3.PE.7** Engage in the activities of health enhancement class without teacher prompting

**3.PE.10** Practice personal responsibility in teacher-directed activities.

**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.18** Discuss the challenge that comes from learning a new physical activity; and

**Objectives:**

- Engage in physical activity when conjunction with working on Valentin's Day art.

**Lesson / Instruction**

- Valentine's Day Music Worksheets - Documents**

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

music and the other arts, other disciplines, varied contexts, and daily life.

**MU:Cr3.1.6a** Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

**5** Reading and notating music.

**Objectives:**

- Musical Valentine's Day Dancing, Singing, and Music Worksheets

**Lesson / Instruction**

- Cupid's Freeze Dance Party! Valentines Day Brain Break | Games For Kids | Just Dance | GoNoodle - P.E. with Mr. G**
  - Link:*  
<http://youtu.be/oZKkA156AUI?si=VfTYomuNdaD7N6Uf>
- Valentine's Day Music Packet - Document**

**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**

- Continue to review** the song writing process:
  - Lyrics are written first
  - Form must be included (Intro, Verses, Chorus, and Coda)
  - Hand out assignment and rubric
  - NO COMPUTERS can be used this time**
- Have students select an instrument and a red Excellence book** for their instrument and have them place them in their cubby.
  - Note: If the song will be played on a woodwind instrument, they must choose a classmate to sing with them while they play their instrument.*

After students have written their lyrics, we will begin practicing from the **red Excellence book** before students begin writing the instrumental portion of their song  
Time will then be given to put all the pieces of the song together

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

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

**1/2 Day PIR 12:30pm - 3:30pm**

**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**

- Continue to review** the song writing process:
  - Lyrics are written first
  - Form must be included (Intro, Verses, Chorus, and Coda)
  - Hand out assignment and rubric
  - NO COMPUTERS can be used this time**
- Have students select an instrument and a red Excellence book** for their instrument and have them place them in their cubby.
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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**

**Rock Wall with President's Day Coloring Sheets**

**Standards**

**1.PE.1** Perform most basic locomotor,



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

**100th Day of School Music Activities**

**Standards**

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

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

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

**MU:Cr3.1.5a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

**MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.

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

nonlocomotor, and manipulative skills using mature patterns.

**1.PE.3** Move in self-space.

**1.PE.7** Actively engage in health enhancement class.

**1.PE.8** Understand muscles that grow strong with physical activity.

**1.PE.10** Accept personal responsibility by using equipment and space appropriately.

**1.PE.11** Follow the rules or parameters of the learning environment.

**1.PE.12** Respond appropriately to general feedback from a teacher.

**1.PE.13** Exhibit the established protocols for class activities.

**1.PE.14** Work independently with others in a variety of class environments.

**1.PE.15** Discuss ways to accept other's ideas, cultural diversity, and body types.

**1.PE.16** Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

**1.PE.18** Understand that challenges in physical activities can lead to success; and

**Objectives:**

- Engage in physical activity whin conjunction with working on



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

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

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

**MU:Pr5.1.5b** Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

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

**MU:Re8.1.5a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

**Objectives:**

- Celebrate the 100th day of school musically

patriotic President's Day art.

**Lesson / Instruction**

**1st Graders will do PE instead of Music today because they miss PE this week due to early dismissal on yestersay (Thursday).**

1. **Presidents Day**

**Coloring Pages**

**(Washington,**

**Lincoln, Madison,**

**Monroe, Jefferson) -**

**Documents**

- **Link:**

[http://www.teachers](http://www.teacherspayteachers.com/My-Purchases)

[spayteachers.com/](http://www.teacherspayteachers.com/My-Purchases)

[My-Purchases](http://www.teacherspayteachers.com/My-Purchases)

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

**Rock Wall with President's Day Coloring Sheets**

**Standards**

**1.PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.

**1.PE.3** Move in self-space.

**1.PE.4** Differentiate between fast and slow speeds, strong and light force.

**1.PE.6** Discuss the benefits of being active and exercising or playing.

**1.PE.7** Actively engage in health enhancement class.

**1.PE.8** Understand muscles that grow strong with physical activity.

**1.PE.10** Accept personal responsibility by



**Lesson / Instruction**

- Ukulele 100th Day of School Song - Ukulele Sheet Music**
  - Link: <http://www.teacherspayteachers.com/My-Purchases>
- 100th Day of School Collaborative Music Poster - Poster from TPT**
  - Link: <http://www.teacherspayteachers.com/My-Purchases>

Break 2:30pm - 2:45pm

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

**100th Day of School Music Activities**

**Standards**

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

**MU:Cn11.0.6a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**MU:Cr2.1.6b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

**MU:Cr3.1.6a** Evaluate their own work, applying teacher-provided criteria such as application of

using equipment and space appropriately.

**1.PE.11** Follow the rules or parameters of the learning environment.

**1.PE.12** Respond appropriately to general feedback from a teacher.

**1.PE.13** Exhibit the established protocols for class activities.

**1.PE.14** Work independently with others in a variety of class environments.

**1.PE.15** Discuss ways to accept other's ideas, cultural diversity, and body types.

**1.PE.16** Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

**1.PE.18** Understand that challenges in physical activities can lead to success; and

**Objectives:**

- Engage in physical activity in conjunction with working on patriotic President's Day art.

**Lesson / Instruction**

- Presidents Day Coloring Pages (Washington, Lincoln, Madison, Monroe, Jefferson) - Documents**
  - Link: <http://www.teacherspayteachers.com/My-Purchases>

Recess 1:45pm - 2:00pm

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



selected elements of music, and use of sound sources.

**MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.

**MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.

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

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

**MU:Pr4.1.6a** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

**Objectives:**

- Celebrate the 100th day of school musically

**Lesson / Instruction**

1. **Ukulele 100th Day of School Song - Ukulele Sheet Music**
  - *Link:*  
<http://www.teacherspayteachers.com/My-Purchases>
2. **100th Day of School Collaborative Music**

**Rock Wall with President's Day Coloring Sheets**

**Standards**

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

**2.PE.6** Describe physical activities outside health enhancement class.

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

**2.PE.8** Identify physical activities which contribute to developing strength and fitness.

**2.PE.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



**Poster** - Poster from  
TPT

- *Link:*  
<http://www.teacherspayteachers.com/My-Purchases>

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

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

**Objectives:**

- Engage in physical activity whin conjunction with working on patriotic President's Day art.

**Lesson / Instruction**

1. **Presidents Day Coloring Pages (Washington, Lincoln, Madison, Monroe, Jefferson) - Documents**
  - *Link:*  
<http://www.teacherspayteachers.com/My-Purchases>