



Monday 02/05/2024	Tuesday 02/06/2024	Wednesday 02/07/2024	Thursday 02/08/2024	Friday 02/09/2024
AHA - Heart for Kids Fundraiser	AHA - Heart for Kids Fundraiser	AHA - Heart for Kids Fundraiser	AHA - Heart for Kids Fundraiser	AHA - Heart for Kids Fundraiser
Big Sky Fit Kids Contest	Big Sky Fit Kids Contest	Big Sky Fit Kids Contest	Big Sky Fit Kids Contest	Big Sky Fit Kids Contest
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	No School
Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am	No School
Song Writing	Song Writing	Song Writing	Song Writing	
Standards <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	Standards <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	Standards <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	Standards <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	



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

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



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

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



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

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



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.

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.



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. 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**

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

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. 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**

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

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. 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**

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

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. 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**

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

Prep 9:33am - 11:20am

Prep 9:33am - 11:20am

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

Lunch 11:20am - 12:12pm

Lunch 11:20am - 12:12pm

Lunch 11:20am - 12:12pm

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

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


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

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

Moving/Traveling Activities
Standards
2.1c Exhibit a variety of small motor skills.
2.1e Engage in self-help skills.

Grade K | **Spotlight on Music: Section 1: Unit 3: Lesson 2: Lower and Higher**
Standards
MU:Cr1.1.Ka With guidance, explore

1/2 Day Parent Teacher Conferences 12:30pm - 7:00pm





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:

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.

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.

1 Singing, alone and with others, a varied repertoire of music.

2 Performing on instruments, alone and with others, a varied repertoire of music.

5 Reading and notating music.

6 Listening to, analyzing, and describing music.

9 Understanding music in relation to history and culture.

8 Understanding relationships between music, the other arts, and disciplines outside the arts.

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:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics,



- Tone color

Lesson / Instruction

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.

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

and tempo) that support the creators' expressive intent.

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

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

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

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

Concept:

- Melody

Objectives:

- Signal to show aural identification of lower to higher when middle C to G is heard.

Lesson / Instruction

This lesson will take 2-3 days

INTRODUCTION

CONCEPT OVERVIEW | S1U3L2: Lower and Higher: Interactive

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

SING | Alphabet Song

iSONG | Alphabet Song: Interactive

- **Invite children to sing** "Alphabet Song" (Unit 2, Lesson 2), and mirror you in moving a



- **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

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
- Develop movement skills and apply a movement vocabulary
- Have fun being physically active

Lesson / Instruction

Warm Up: (5 min)

1. 3 Laps around Gym

Go Fitness: Limber

Limbs - Stretching

Activities (15 min)

- 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

hand upward and downward to show the shape of the melody.

REACHING ALL LEARNERS | English Language Learners ELL Adaptation

Clarify Musical Terms:

Higher and Lower Before beginning the MOTIVATE section of the lesson, review the terms higher and lower as related to pitch. Write the two words on the board, putting lower at a lower location on the board than the word higher. Point to each word, saying it with an appropriate lower or higher pitch. Then, lead the class in performing this activity. Now, invite volunteers to lead the class as they repeat the activity. Finally, proceed with the MOTIVATE section as written.

ELL Intervention Strategies

Preproduction Make pairs of cards, with the word lower on one and higher on the other. Distribute the cards. Then, have children hold up the appropriate card each time they hear a high or low sound.

Early Production and Speech Emergence

Play high and low sounds on a pitched instrument, and have children say "lower" or "higher" as appropriate, and mirror you in moving a hand upward and downward to show the shape of the melody.

FIND | Higher and Lower

ACTIVITY | S1U3L2:

Lower and Higher: Interactive

Review the terms *higher* and *lower* as related to pitch. You may want to work as a class or have volunteers complete the interactive slide.

Have children:

- **Listen** as you read the direction line.
- **Look at** the pictures.
- **Choose** the answer.



- 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 Improve rhythmic and melodic patterns and musical ideas for a specific purpose.

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

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

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

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

- 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: Mighty

Muscles: Strength

Activities (10 min)

Materials: Cones and Tape

- Mighty Muscles Strength Stations (Card 135-137) and various Mighty Muscle Task Cards

Go Activity: Moving & Traveling Activities (10 min)

Materials: 20-25 cones

- See Me Flee (Card 323)

Cool-down: (5 min)

- 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

- Encourage** children to explain why. Help them as needed.
- Continue** in the same manner with the other pages in the slideshow.

Develop

LISTEN | Twinkle.

Twinkle. Little Star

iSONG | Twinkle, Twinkle,

Little Star: **Interactive**

SONG ANTHOLOGY |

Grade K: **Document**

- Have children listen** to "Twinkle, Twinkle, Little Star" as they pat with the steady beat.

PRACTICE: Move hand to match pitch contour.

SING | Twinkle, Twinkle,

Little Star

iLISTENING MAP |

Twinkle, Twinkle, Little

Star: **Interactive**

ACTIVITY | S1U3L2:

Lower and Higher:

Interactive

Have children:

- Recognize** that "Twinkle, Twinkle, Little Star" uses the same melody as "Alphabet Song."

Compare and Contrast

- Watch** the listening map "Twinkle, Twinkle, Little Star."

- Identify** the Introduction and the Coda. (Introduction—star appears; Coda—last steps and star disappears)

- Sing** the first phrase of the song as you point to the stars on the **slide ACTIVITY | Lower and Higher.** (Following a visual representation of lower and higher pitches is preparatory for naming and reading pitches in treble clef.)

- Tell** which pitches are lowest. (first two)
- Sing** the phrase again, moving a hand to match the stars.

PRACTICE: Hear and play lower to higher pitches (D to A).

PLAY | Pitched

Instruments

Have children:

- Watch** as you turn a bell set or other pitched instrument sideways, lowest bell nearest floor, and listen as you play each pitch, low to high.
- Look again** to the **slide ACTIVITY | Lower and**



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

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

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

Higher, with iconic representation, to figure out which pitches to play for the first four notes. (D D A A as shown by stars)

- Listen as you play *twinkle, twinkle*.
- Take turns playing this melodic motive.

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

- Invite children to play "star sounds."
- Have them watch as you demonstrate a glissando and a tone cluster on a glockenspiel set up in D pentatonic.
 - Demonstrate playing finger cymbals and a chime tree.
- Encourage children to explore making sounds on each of these instruments in small groups.

(Optional: You may wish to use any of the virtual **Orff Instruments**. If children are using a tablet, they will be able to play two sounds at the same time. On a computer, children will be able to play just one sound at a time.)

LINKS | Art (supplies needed)
Art: Shining Stars

- Have children discuss qualities of stars. (They shine at night; they are very far away; our sun is a star.)
- Have them make and decorate individual stars by:
 - Trace or draw star-shaped outlines on oaktag and cut them out.
 - Have them use glitter, foil, or other available materials to decorate their stars.
 - Then help children punch a hole in the top and thread a loop of string through the hole.
 - You may wish to have children hang their stars on a dark blue bulletin board.



instruments or virtual
Off 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

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. Hot Feet (Card 77)

MOVEMENT | Creative Movement
Creative Movement:
"Twinkle, Twinkle, Little Star"

- **Help children identify** the parts of the melody "Twinkle, Twinkle, Little Star" that are the same, and those that are different. (Same—lines 1 and 3; different—line 2)
- **Invite children to choose** two different movements for the two different parts of the song and perform them. (For example: tap a high-level place during the first and third parts, and walk through shared space during the second part.

Apply and Close
LISTEN | Counting Song
iSONG | Counting Song: Interactive
RESOURCE MASTERS | Grade K: Document
*** Rhyme**

- **Invite children to listen** to "Counting Song" and identify the rhyming words. (two/ moo, four/roar, six/ tricks, eight/gate, ten/ hen/again)
- **Use Resource Master 3•3, p. 30** to learn the words that go with each pair of numbers.)

IDENTIFY / SING | Repeat Signs
SONG ANTHOLOGY | Grade K: Document

- **Remind children** that repeat signs tell us to repeat everything inside them.
- **Use Song Anthology, p. 22**, to show the notation for "Counting Song," and ask for volunteers to find and point to the repeat sign at the end of the song.
- **Play the song audio** again and guide children through the notation, pointing to the repeat sign at the end as the song repeats.
- **Explain** to children that when the repeat goes back to the beginning, we don't need to show the first symbol ? at the beginning. **Showing just this ? tells us that we repeat from the start.**
- **Have children sing** the song and hold both hands up facing each other when they sing the repeat of the song.



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 6: Compose a Pentatonic Melody (1 of 2)

Standards

MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations,

(25 min) Go Activity:

Basketball: Skill

Development Activities

Materials: 1 polyspot and basketball per student

1. Georgia Brown - Passing Challenge (Card 375-376)

(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

PRACTICE: Sing lower to higher pitches in a song (F to C').

SING | Counting Song

Counting Song (Stereo Mix): Audio

- Ask children to echo you phrase by phrase of the rhyme, holding up the correct number of fingers for each number.
- Have the class sing the entire song.

LINKS | Mathematics

Mathematics: Numbers to Ten

- Use "Counting Song" to reinforce counting and reading numbers to ten.
- Have a volunteer point to each number on a number line as the rest of the class sings the song.
 - You could also have ten children sit in a line, with each assigned a number from 1 to 10.
 - Each child stands up and remains standing as his or her number is called, until all 10 children are standing.

REACHING ALL

LEARNERS | Gifted and Talented

Gifted and Talented

- Have children who quickly learn the melodic direction of the numbers in "Counting Song" play the pitches on the bell set or other pitched instruments.
- You may want to choose these same children to play the glockenspiel for the Creative Unit Project.
- Also may want to identify a child who consistently keeps a steady beat to be the conductor of the performance piece in the Creative Unit Project.

ANALYZE | Melodic

Direction

Have children:

- Sing each phrase of "Counting Song" separately and identify which numbers in the song move from a lower to a higher pitch as twinkle, twinkle in "Twinkle, Twinkle, Little Star" does. (one-two; five-six; nine-ten)
- Identify which move from a higher pitch to a



arrangements, or compositions to express intent, and explain connection to purpose and context.

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

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

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Objectives:

- Identify a do-re-mi melody.
- Compose a pentatonic melody.

Lesson / Instruction

This lesson will take 2 class periods

READ | Pitches and Rhythms ? ? ? ? ?

? ? ? ? ? ? ? ? ? ?

? ? ? ? ? ? ? ? ? ?

? ? ? # b h

CONCEPT OVERVIEW |

S2U1L6: Compose a Pentatonic Melody:

Interactive

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

PITCH SOUNDS AND SYMBOLS: Interactive

- Use the Settings button to choose **Scale = do pentatonic extended** and Pitch for **do = B**
 - Deselect Pitch Syllables **so la**.
 - Keep do re mi in both octaves in order to have it

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,

lower pitch. (three-four; seven-eight)

PRACTICE: Move to show melodic direction.

MOVE | To Show Melodic Direction

Have children form two groups.

- **Group 1 sings** the numbers and moves to identify the low, medium, and high pitches, touching hands on knees, at the waist, and stretching overhead.
- **Group 2 sings** the rest of each phrase and moves to identify its pitches. Switch roles.

***Classify and Categorize**

- **All together, have children sing** only the numbers and show the melodic direction of each, silently thinking the rest of each phrase.

MUSIC SKILLS | Vocal Development

Vocal Development

- **Asking children to listen** to part of a song inside their heads (inner hearing) is important in developing tonal and rhythmic memory.
- **Have children practice** this activity with a song they enjoy, keeping one phrase or part of the song inside their head.
 - At first, have them pat to the beat softly during the activity in order to stay together.
 - Then challenge them to keep the steady beat inside their heads.
 - If a child has difficulty with inner hearing, have him or her first mouth the words of the silent phrase.
 - Be sure to check that the pitch is correct when children begin singing again.

TEACHER TO TEACHER | Reinforcing Higher and Lower

Reinforcing Higher and Lower

- **Have children pair off** and give each pair a sheet of 8 1/2" x 11" paper.
- **Assign each pair** a number from 1 to 10 to draw, very large, on their paper.



available in the higher octave.

- **Have students echo** the pitches with pitch syllables as you click different patterns of do, re, and mi in the upper octave.
- **Ask them to add** hand signs when they hear do-re-mi in that order.

ACTIVITY | S2U1L6: A
Motive by Haydn:
Interactive

- **Discuss** the information about motives.

Have students:

- **Identify** the pitches and rhythms in the motive on the slide. (*do, re, mi; quarter notes and quarter rest*)
- **Identify** do and the meter. (*B b*, line 3; 2/4)

HISTORY AND CULTURE
| Franz Josef Haydn
Franz Josef Haydn (1732–1809) This popular Austrian composer influenced both the young Mozart and Beethoven. Haydn is credited with having standardized the classical symphonic and sonata forms. He penned 104 symphonies in addition to chamber music, choral works, and piano pieces. Haydn was famous for his sense of humor and many of his symphonies contain musical jokes and trick endings. We are taken by surprise when we expect to hear the do-re-mi motive and only a loud do is played. The movement ends on an accented do-re-mi.

LISTEN | Symphony No. 35. Fourth Movement
iLISTENING MAP |
Symphony No. 35, Fourth Movement: Interactive

- **Before starting**, call attention to the building in the background on the still map. This is a view of the back of Esterháza palace, where Haydn worked for Prince Nikolaus Esterházy as music director and court composer in the 1760s.
- **Have students listen** to the selection, then guide them to read about, identify, and describe the **genre** of this piece. (*symphony*;

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. Hot Feet (Card 77)

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

1. Georgia Brown - Passing Challenge (Card 375-376)

(5 min) Cool-down

1. Simon Says

Materials / Resources / Technology

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

- **Have ten children** line up, each holding a number.
- **Reinforce** the higher-lower concept by singing each song phrase as children decide which numbers should be held higher, lower and lowest. (1, 5, 9—waist height; 2, 3, 6, 7, 10—over head; 4, 8— knee height)
- **Have the class sing** the song as one child points to each paper down the line.
- **Repeat**, giving others turns to hold the papers and to point to the numbers.

PROGRESS CHECKPOINT

Informal Assessment

- Ask children to close their eyes and listen as they sing “*Counting Song*,” raising a hand to identify only the numbers that move from lower to higher pitch (F to C’). (one-two; five-six; nine-ten)

Optional Reteaching

- To help children identify the numbers whose pitches move lower to higher, have them sing the song again, holding a hand over one ear.
- This helps them hear their own voices better, while still allowing them to hear you and the others.
- Guide them to notice that they can “feel” the lower and higher pitches in different places inside their heads.
- Have them sing the song again and watch as you play the F-C’ pitches (for one-two; five-six; nine-ten).
 - (Turn the instrument so the lowest note is at the bottom.)
- Ask them to point to the bars you play.
- Let volunteers take turns playing the pitches.

PORTFOLIO | Creative Unit Project
ACTIVITY | S1U3L2: Unit 3: Creative Project B: Interactive
Creative Unit Project [3 of 7]

- **Display** the **slide Unit 3 | Creative Project B** as a reminder of the tasks required for the Portfolio.
- **Ask children to sing** “Jack, Be Nimble” as



played by orchestra, has movements, fourth movement has fast tempo)

- **Play the selection again and have students indicate** with hand signs when they hear the do-re-mi motive.
- **Ask them to follow** the listening map and name the section(s) with a do-re-mi motive. (the A sections)
- **Discuss** that a symphony can have multiple movements, which may each have sectional form, in this case AABABA.
- **Encourage students to listen for phrases** within the sections.

MUSIC SKILLS | Listen

Listen

- **Use these additional activities** with the interactive listening map for Haydn's *Symphony No. 35, Fourth Movement*.

Form

- **Have students study** the form diagram at the bottom of the map and identify the form of the piece as AABA | BA | .
- **Agree on gestures for students to use** to show the A, B, and A | sections as they watch the map.
- **Play the map and have students listen** for the different sections to occur.
- **Instruct them to show their understanding** of the form by using the pre-designated gestures.

Melody

- **Have students sing** the do-re-mi (B , C, D) pattern shown notated in the middle of the still map.
- **Explain** that this pattern occurs in the A and A | sections.
- **Play the map and have students follow** the contour of the melody as the pitches go up, down, and repeat.
 - Duration symbols appear above the contour as the music progresses.
- **Invite them to trace** the melodic contour in the air as they listen.
 - They might also show the do-re-mi pattern with Curwen hand signs or hand levels when they hear it.

some play a D–A bordun to the beat.

- **Have them identify** the D as the lower pitch.
- **Then have them say** the second section and **perform these gestures** with the beat:
 - *mm. 1–2—hold head in hands, shake no*
 - *mm. 3–4—tap fists on waist*
 - *mm. 5–6—shake index finger*
 - *mm. 7–8—point to shoe*
- **Tell children** they will add more instrument parts to their piece later.

WRAP UP

- **Invite children to sing** “Counting Song” again, this time touching knees, waist, or stretching overhead only for the numbers and dramatizing the last half of each phrase.

SCHOOL TO HOME

SONG ANTHOLOGY |

Grade K: **Document**

We are learning these songs:

- “Twinkle, Twinkle, Little Star,” p. 166
- “Counting Song,” p. 22

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

Grade 5 | Spotlight on Music: Section 2: Unit 1: Lesson 6: Compose a Pentatonic Melody (2 of 2)

Standards

MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and



- These pitches are shown on the map as a red, yellow, blue flower pattern.
- Each of the first three flowers is one beat.

Dynamics and Tempo

- **Have students locate on the map** the dynamic symbols for forte and piano (*f* File: andMus) and define the tempo presto. (very fast; faster than allegro)
- **Play the map again and have students focus on** the dynamics and tempo.
- **Have students do** a two-beat conducting pattern matching the presto tempo.
 - They should use a **large motion** for forte dynamics
 - They should use a **smaller motion** for piano dynamics.
- **Using the Audio Only button**, challenge students to do the conducting pattern, showing dynamic changes as above without the aid of the animation.

CREATE | Melodies

ACTIVITY | S2U1L6:

Compose in Pentatonic:

Interactive

RESOURCE MASTERS|

Grade 5: Document

- **Have students create** melodies on F, G, A, C, and D that start and end with a do-re-mi motive, as in the listening selection.
 - If needed, point out that do re mi will have different letter names than the ones students read in Haydn's motive.
 - The length of each phrase can be left up to students.
- **Suggest to students that they use** Haydn's motive like a question and make their melodies answer the question.
 - For example, they could think the motive with words like "What's your name?" and then answer the question.
 - They could then use the word rhythms of the answer and add pitches from the given pentatonic scale to complete the melody.

explain connection to purpose and context.

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

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

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Objectives:

- Identify a do-re-mi melody.
- Compose a pentatonic melody.

Lesson / Instruction

This lesson will take 2 class periods

READ | Pitches and Rhythms ? ? ? ? ?
? ? ? ? ? ? ? ? ? ?
? ? ? ? ? ? ? ? ? ?
? ? ? # b h

CONCEPT OVERVIEW |

S2U1L6: Compose a Pentatonic Melody:

Interactive

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

PITCH SOUNDS AND SYMBOLS: Interactive

- **Use** the Settings button to choose **Scale = do pentatonic extended** and Pitch for **do = B**
 - **Deselect** Pitch Syllables **so la**.
 - Keep do re mi in both octaves in order to have it available in the higher octave.
- **Have students echo** the pitches with pitch syllables as you click



- **After they create their melodies, have students explain** whether their choices about melodic direction, form, and dynamics were influenced by what they heard in Haydn's work.

ANALYZE | Genre and

Form

- **Have students review** the genre they discussed earlier in the lesson. They heard part of a symphony, which is played by an orchestra and has movements, often including a fourth movement in a fast tempo.
- **Help students restate** the larger and smaller forms they identified, such as a sequence of movements, AABABA sectional form, and phrases within sections.

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

- different patterns of do, re, and mi in the upper octave.
- **Ask them to add** hand signs when they hear do-re-mi in that order.

ACTIVITY | S2U1L6: A

Motive by Haydn:

Interactive

- **Discuss** the information about motives.

Have students:

- **Identify** the pitches and rhythms in the motive on the slide. (*do, re, mi; quarter notes and quarter rest*)
- **Identify** do and the meter. (*B b , line 3; 2/4*)

HISTORY AND CULTURE

| Franz Josef Haydn

Franz Josef Haydn

(1732–1809) This popular

Austrian composer influenced both the young Mozart and Beethoven.

Haydn is credited with having standardized the classical symphonic and sonata forms. He penned 104 symphonies in addition to chamber music, choral works, and piano pieces. Haydn was famous for his sense of humor and many of his symphonies contain musical jokes and trick endings. We are taken by surprise when we expect to hear the do-re-mi motive and only a loud do is played. The movement ends on an accented do-re-mi.

LISTEN | Symphony No.

35. Fourth Movement

iLISTENING MAP |

Symphony No. 35, Fourth

Movement: Interactive

- **Before starting**, call attention to the building in the background on the still map. This is a view of the back of Esterháza palace, where Haydn worked for Prince Nikolaus Esterházy as music director and court composer in the 1760s.
- **Have students listen** to the selection, then guide them to read about, identify, and describe the **genre** of this piece. (*symphony; played by orchestra, has movements, fourth movement has fast tempo*)



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

Didn't get to this last week because so many students were gone, we did the concentration game instead

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-ket for eighth-note pairs
 - Day for the quarter note
- **Then read** with the words.
- **Identify** do and sight-read the song with

- **Play the selection again and have students indicate** with hand signs when they hear the do-re-mi motive.
- **Ask them to follow** the listening map and name the section(s) with a do-re-mi motive. (the A sections)
- **Discuss** that a symphony can have multiple movements, which may each have sectional form, in this case AABABA.
- **Encourage students to listen for** phrases within the sections.

MUSIC SKILLS | Listen

Listen

- **Use these additional activities with the interactive listening map for Haydn's Symphony No. 35, Fourth Movement.**

Form

- **Have students study** the form diagram at the bottom of the map and identify the form of the piece as AABA | BA | .
- **Agree on gestures for students to use** to show the A, B, and A | sections as they watch the map.
- **Play the map and have students listen** for the different sections to occur.
- **Instruct them to show their understanding** of the form by using the pre-designated gestures.

Melody

- **Have students sing** the do-re-mi (B , C, D) pattern shown notated in the middle of the still map.
- **Explain** that this pattern occurs in the A and A | sections.
- **Play the map and have students follow** the contour of the melody as the pitches go up, down, and repeat.
 - Duration symbols appear above the contour as the music progresses.
- **Invite them to trace** the melodic contour in the air as they listen.
 - They might also show the do-re-mi pattern with Curwen hand signs or hand levels when they hear it.
 - These pitches are shown on the map as a red, yellow, blue flower pattern.



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, Per-go-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

- Each of the first three flowers is one beat.

Dynamics and Tempo

- **Have students locate on the map** the dynamic symbols for forte and piano (*f* and *p*) and define the tempo presto. (very fast; faster than allegro)
- **Play the map again and have students focus on** the dynamics and tempo.
- **Have students do a two-beat conducting pattern** matching the presto tempo.
 - They should use a **large motion** for forte dynamics
 - They should use a **smaller motion** for piano dynamics.
- **Using the Audio Only button**, challenge students to do the conducting pattern, showing dynamic changes as above without the aid of the animation.

CREATE | Melodies
ACTIVITY | S2U1L6: Compose in Pentatonic: Interactive
RESOURCE MASTERS | Grade 5: Document

- **Have students create** melodies on F, G, A, C, and D that start and end with a do-re-mi motive, as in the listening selection.
 - If needed, point out that do re mi will have different letter names than the ones students read in Haydn's motive.
 - The length of each phrase can be left up to students.
- **Suggest to students that they use** Haydn's motive like a question and make their melodies answer the question.
 - For example, they could think the motive with words like "What's your name?" and then answer the question.
 - They could then use the word rhythms of the answer and add pitches from the given pentatonic scale to complete the melody.
- **After they create their melodies, have students explain** whether their choices



harpichord, 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.

about melodic direction, form, and dynamics were influenced by what they heard in Haydn's work.

ANALYZE | Genre and Form

- **Have students review** the genre they discussed earlier in the lesson. They heard part of a symphony, which is played by an orchestra and has movements, often including a fourth movement in a fast tempo.
- **Help students restate** the larger and smaller forms they identified, such as a sequence of movements, AABABA sectional form, and phrases within sections.

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. Hot Feet (Card 77)

(25 min) Go Activity:

Basketball: Skill

Development Activities

Materials: 1 polyspot and basketball per student

1. Georgia Brown - Passing Challenge (Card 375-376)

(5 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 3: Lesson 1:
Major Scale**

Standards

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

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

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

Concept:

- Tonality

Objectives:

- Read and analyze a song based on a major scale.
- Sing in canon.

Lesson / Instruction

READ | Rhythm of Canon

[CONCEPT OVERVIEW |](#)

[S2U3L1: Major Scale:](#)

Interactive

- **Give students an overview** of the lesson.

SONG ANTHOLOGY |

Grade 6: Document

Have students:

- **Identify** the meter and review its meaning. (Use [Song Anthology p. 26](#) to see the complete song.) (2/2 two beats per measure, half note gets one beat)
- **Read and clap** the rhythm with syllables of your choice, then with the words.



**ANALYZE | Major-Scale
Pitches in Canon**

**PITCH SOUNDS AND
SYMBOLS: Interactive**

- **Review** hand signs if needed with Pitch Sounds and Symbols slide. Set up the pitches in D major.

**ACTIVITY | Whole and
Half Steps in a D-Major
Scale: Interactive**

Have students:

- **Read about and sing** the major scale with pitch syllables and hand signs.
- **Identify** the half steps and whole steps in the scale and sing the scale again.

**ACTIVITY | What Do You
Notice?: Interactive**

Have students:

- **Sight-read** the phrase (mm. 5-8) in the song and describe it. (It contains all the pitches of the major scale.)

**ACTIVITY | Identify Whole
and Half Steps:**

Interactive

- **Identify** the whole and half steps between pitches in "Canon."

**READ | Canon with Pitch
Syllables**

**SONG ANTHOLOGY |
Grade 6: Document**

**ACTIVITY | Circle of Fifths:
Interactive**

- **Have students describe** the key signature and determine the key.
 - **Use Song Anthology p. 26** to see the complete song
 - Sharps on F and C; key of D major
 - **Use the Circle of Fifths** to isolate the wedge of information related to the key signature.)

iSONG | Canon (unison):

Interactive

- **Have students read** the song in unison with pitch syllables and hand signs, then with the words.
- **Listen to** the unison recording of "Canon."
- **Sing "Canon"** in unison. (Use the recorded accompaniment.)

**SING | Canon as a Two-
Part Canon**



LOCATOR MAP | Italy:

Interactive

- **Have students find** Italy on the map.

MEET THE MUSICIAN |
S2U3L1: Luigi Cherubini:

Interactive

- **Have students read** about Cherubini.

iSONG | Canon:

Interactive

Have students:

- **Listen to** the canon version of "*Canon*."
- **Sing** the song in canon with the recorded accompaniment