



Monday 04/01/2024	Tuesday 04/02/2024	Wednesday 04/03/2024	Thursday 04/04/2024	Friday 04/05/2024
<div data-bbox="89 241 349 346"> <p>Easter Monday</p> </div> <div data-bbox="89 357 349 399" style="background-color: orange; color: white; padding: 2px;"> <p>NO SCHOOL</p> </div>	<div data-bbox="381 231 649 304" style="background-color: black; color: white; padding: 5px;"> <p>Breakfast Duty 8:00am - 8:30am</p> </div> <div data-bbox="381 315 649 420" style="background-color: #c0c0c0; padding: 5px;"> <p>Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am</p> </div> <div data-bbox="381 420 649 493" style="background-color: black; color: white; padding: 5px;"> <p>Practice for Spring Concert</p> </div> <div data-bbox="381 493 649 525" style="background-color: #c0c0c0; padding: 5px;"> <p>Standards</p> </div> <div data-bbox="381 525 649 693" style="background-color: #e0e0e0; padding: 5px;"> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> </div> <div data-bbox="381 693 649 955" style="background-color: #e0e0e0; padding: 5px;"> <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> </div> <div data-bbox="381 955 649 1123" style="background-color: #e0e0e0; padding: 5px;"> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> </div> <div data-bbox="381 1123 649 1323" style="background-color: #e0e0e0; padding: 5px;"> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> </div> <div data-bbox="381 1323 649 1564" style="background-color: #e0e0e0; padding: 5px;"> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> </div> <div data-bbox="381 1564 649 1795" style="background-color: #e0e0e0; padding: 5px;"> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> </div> <div data-bbox="381 1795 649 1932" style="background-color: #e0e0e0; padding: 5px;"> <p>MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and</p> </div>	<div data-bbox="673 231 941 336" style="background-color: #c0c0c0; padding: 5px;"> <p>LAST DAY Event <small>OF QUARTER</small></p> </div> <div data-bbox="673 346 941 399" style="background-color: red; color: white; padding: 2px;"> <p>3rd Quarter</p> </div> <div data-bbox="673 409 941 483" style="background-color: black; color: white; padding: 5px;"> <p>Breakfast Duty 8:00am - 8:30am</p> </div> <div data-bbox="673 493 941 588" style="background-color: #c0c0c0; padding: 5px;"> <p>Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am</p> </div> <div data-bbox="673 588 941 661" style="background-color: black; color: white; padding: 5px;"> <p>Practice for Spring Concert</p> </div> <div data-bbox="673 661 941 693" style="background-color: #c0c0c0; padding: 5px;"> <p>Standards</p> </div> <div data-bbox="673 693 941 861" style="background-color: #e0e0e0; padding: 5px;"> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> </div> <div data-bbox="673 861 941 1123" style="background-color: #e0e0e0; padding: 5px;"> <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> </div> <div data-bbox="673 1123 941 1291" style="background-color: #e0e0e0; 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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

craftsmanship, and exhibits originality.

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

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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.

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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,

audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

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

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

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

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

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

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works or performances.

MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.7a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges,

specific purpose or context.

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

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and reasons for choices.

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

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

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.

MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.

MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the

specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

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elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

Objectives:

- Select and develop musical ideas for defined purposes and contexts
- Choose musical works to present based on interest, knowledge, technical skill, and context.
- Choose music appropriate for a specific purpose or context.
- Read and perform rhythmic and melodic patterns using iconic or standard notation.
- Rehearse, evaluate and refine ensemble performances in collaboration with others.
- Perform music for a specific purpose with expression and technical accuracy.
- Perform appropriately for the audience and purpose.

Lesson / Instruction

Group Performances/ Musical Performances

Change to the class. We will only have time to do 9 performances in between the musical acts so 7th and 8th students who are not in the musical will play the ukulele together. The rest of the students will work on songs for the play.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

RHYTHM ACTIVITIES #2

Standards

- 2.1c Exhibit a variety of small motor skills.
- 2.1e Engage in self-help skills.

interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

Objectives:

- Select and develop musical ideas for defined purposes and contexts
- Choose musical works to present based on interest, knowledge, technical skill, and context.
- Choose music appropriate for a specific purpose or context.
- Read and perform rhythmic and melodic patterns using iconic or standard notation.
- Rehearse, evaluate and refine ensemble performances in collaboration with others.
- Perform music for a specific purpose with expression and technical accuracy.
- Perform appropriately for the audience and purpose.

Lesson / Instruction

Group Performances/ Musical Performances

Change to the class. We will only have time to do 9 performances in between the musical acts so 7th and 8th students who are not in the musical will play the ukulele together. The rest of the students will work on songs for the play.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Practice for Spring Concert - "Ready to Go!" - Singing with Choreography

elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

Objectives:

- Select and develop musical ideas for defined purposes and contexts
- Choose musical works to present based on interest, knowledge, technical skill, and context.
- Choose music appropriate for a specific purpose or context.
- Read and perform rhythmic and melodic patterns using iconic or standard notation.
- Rehearse, evaluate and refine ensemble performances in collaboration with others.
- Perform music for a specific purpose with expression and technical accuracy.
- Perform appropriately for the audience and purpose.

Lesson / Instruction

Group Performances/ Musical Performances

Change to the class. We will only have time to do 9 performances in between the musical acts so 7th and 8th students who are not in the musical will play the ukulele together. The rest of the students will work on songs for the play.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

RHYTHM ACTIVITIES #2

Standards

- 1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills

elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

Objectives:

- Select and develop musical ideas for defined purposes and contexts
- Choose musical works to present based on interest, knowledge, technical skill, and context.
- Choose music appropriate for a specific purpose or context.
- Read and perform rhythmic and melodic patterns using iconic or standard notation.
- Rehearse, evaluate and refine ensemble performances in collaboration with others.
- Perform music for a specific purpose with expression and technical accuracy.
- Perform appropriately for the audience and purpose.

Lesson / Instruction

Group Performances/ Musical Performances

Change to the class. We will only have time to do 9 performances in between the musical acts so 7th and 8th students who are not in the musical will play the ukulele together. The rest of the students will work on songs for the play.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Practice for Spring Concert - (Song-TBD) - Boomwackers

Standards

- MU:Cr10.0 Connect 10 - Synthesize and relate knowledge and



- 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.

Standards

- MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.
 - MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).
 - MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).
 - MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.
 - MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology.
 - MU:Cr3.1.Ka With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.
- MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

- using mature patterns.
 - 1.PE.2 Combine locomotor and nonlocomotor motor skills in a teacher-designed dance.
 - 1.PE.3 Move in self-space.
 - 1.PE.4 Differentiate between fast and slow speeds, strong and light force.
 - 1.PE.7 Actively engage in health enhancement class.
 - 1.PE.9 Identify warm-up and cool-down activities related to vigorous 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.16 Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

- Objectives:**
- Proper warm-up and cool-down and stretching techniques
 - Develop rhythmic movement skills

- personal experiences to make music.
 - MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.
 - MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts
 - MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.
 - 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:Pr4.2.1b When analyzing selected music, read and perform rhythmic



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

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:Pr4.2.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, and tempo) that support the creators' expressive intent.

MU:Pr5.1.Ka With guidance, apply personal, teacher,

- Develop cardiovascular fitness
- Have ample opportunities to practice moving to a beat
- Enjoy physical activity

Lesson / Instruction

(10 min) Warm Up:

- Nice to Meet You (Card 10)

(10 mins) Go Fitness:

- Race and Reach (Card 169)

(10 min) Go Activity:

- Hoop Beat (Card 338)

(5 min) Cool-down:

- Alphabet Walk (Card 11)

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

Practice for Spring Concert - "Cape Cod Chantey" - Xylophones

Standards

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

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

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

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

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

patterns using iconic or standard notation.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

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

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Objectives:

- Select and develop musical ideas for defined purposes and contexts
- Choose musical works to present based on interest, knowledge, technical skill, and context.
- Choose music appropriate for a specific purpose or context.
- Read and perform rhythmic and melodic patterns using iconic or standard notation.
- Rehearse, evaluate and refine ensemble performances in collaboration with others.



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 rhythmic movement skills
 - Develop cardiovascular fitness
 - Have ample opportunities to practice moving to a beat
 - Enjoy physical activity

Lesson / Instruction

(10 min) Warm Up:

- Nice to Meet You (Card 10)

(10 mins) Go Fitness:

- Race and Reach (Card 169)

(10 min) Go Activity:

Rhythm Activities

- Hoop Beat (Card 338)

(5 min) Cool-down:

- Alphabet Walk (Card 11)

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

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:Pr6.1.Ka With guidance, perform music with expression.

MU:Pr6.1.Kb Perform appropriately for the audience.

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

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

- Objectives:**
- Select and develop musical ideas for defined purposes and contexts
 - Choose musical works to present based on interest, knowledge, technical skill, and context.
 - Choose music appropriate for a specific purpose or context.
 - Read and perform rhythmic and melodic patterns using iconic or standard notation.
 - Rehearse, evaluate and refine ensemble performances in collaboration with others.
 - Perform music for a specific purpose with expression and technical accuracy.
 - Perform appropriately for the audience and purpose.

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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:Cr3.2.3a Present the final version of personal created music to others, and describe connection to 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:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through

- Perform music for a specific purpose with expression and technical accuracy.
- Perform appropriately for the audience and purpose.

Lesson / Instruction

Students will:

- Learn and practice a new chosen song that they will play for the concert ("Twinkle, Twinkle, Little Star" was too easy).

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

RHYTHM ACTIVITIES #2

Standards

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

K.PE.2 Perform locomotor skills in response to teacher-led creative dance.

K.PE.3 Move in different pathways, general space with different speeds, and in personal space to a rhythm.

K.PE.5 Identify active play opportunities outside health enhancement class.

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

K.PE.8 Practice warm-up and cool-down activities relative to vigorous physical activity.

K.PE.9 Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).

K.PE.11 Follow instruction and direction when prompted.



TENNIS - LESSON #2

Standards

- 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.8 Identify the components of health-related fitness.
- 4.PE.9 Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.
- 4.PE.10 Demonstrate responsible behavior in independent group situations.
- 4.PE.11 Reflect on personal social behavior in physical activity.
- 4.PE.12 Listen respectfully to corrective feedback from others.
- 4.PE.13 Adhere to rules of etiquette in a variety of physical activities.
- 4.PE.14 Recognize and support individual differences in movement performance at all skill levels.
- 4.PE.15 Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

Lesson / Instruction

Students will:

1. **Learn and practice** "Ready to Go!" 2023
Lyrics: Music with Mrs. Walker
1. Link: <https://youtu.be/o1IMkX-fZol?si=AMgAEZ0jLQlpVP7j>
2. **Learn and practice** Lyrics first

2. **Learn and practice** "Ready to Go!" 2023
Choreography: Music with Mrs. Walker
1. Link: <http://youtu.be/H7NQnGUSW1s?si=EMuMem1QuPY66IVj>

Note: Practice Choreography 2nd (but maybe sooner than later to help them remember the song)

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

Practice for Spring Concert - "Yankee Doodle" - Recorder Duet

Standards

- MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

expressive qualities (such as dynamics and tempo).

MU:Pr5.1.3a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

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

MU:Pr6.1.3a Perform music with expression and technical accuracy.

MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

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

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

MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Objectives:

- Select and develop musical ideas for defined purposes and contexts
- Choose musical works to present based on interest, knowledge,

K.PE.12 Recognize the established protocol for class activities.

K.PE.13 Share equipment and space with others.

K.PE.14 Recognize differences in ideas, cultures, and body types.

K.PE.15 Follow teacher directions for safe participation and proper use of equipment with minimal reminders.

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Develop rhythmic movement skills
- Develop cardiovascular fitness
- Have ample opportunities to practice moving to a beat
- Enjoy physical activity

Lesson / Instruction

(10 min) Warm Up:

- Nice to Meet You (Card 10)

(10 mins) Go Fitness:

- Race and Reach (Card 169)

(10 min) Go Activity:

Rhythm Activities

- Hoop Beat (Card 338)

(5 min) Cool-down:

- Alphabet Walk (Card 11)

Recess 1:45pm - 2:00pm

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

RHYTHM ACTIVITIES #2

Standards

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

2.PE.2 Perform rhythmic activity with



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

Objectives:

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

Lesson / Instruction

REVIEW:

A. Ready Position (also known as the "Home Position") - a preparatory position allowing the player to quickly move in any direction.

- "Handshake grip."** Hold the racket with dominant hand.
- "Racket throat."** Place the non-dominant hand on the throat of the racket.
- "Racket head at the chest."** Prepare the racket to move in any direction.
- "Ready feet."** Feet shoulder width apart, weight on the balls of the feet, knees slightly bent, slight forward lean at hips.
- "Quick feet."** Shift weight from right to left, ready to *move* in any direction.

B. Forehand Stroke

- "Stand side to target."** Point the non-racket shoulder to the target.
- "Racket down and back."** Racket head extended back near the foot.
- "Step and swing."** Step forward with the front foot and swing from the back foot to front.
- "Swing low to high."** Make the racket head start low and finish high.

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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.

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: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.

technical skill, and context.

- Choose music appropriate for a specific purpose or context.
- Read and perform rhythmic and melodic patterns using iconic or standard notation.
- Rehearse, evaluate and refine ensemble performances in collaboration with others.
- Perform music for a specific purpose with expression and technical accuracy.
- Perform appropriately for the audience and purpose.

Lesson / Instruction

- Hand out** "Cape Cod Chantey" sheet music.
- Begin practice** on the first line of the line.
- Have each instrument practice** their notes on their own for 10-15 mins
- Each player will play** what they have learned with the class.
- When each player is competent**, move same instrument students together to practice playing until reaching the end of the song.
- Once all students are competent** on their instruments and can play their whole piece through, we will begin playing together as a class.

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

Practice for Spring Concert - "Edelweiss" - Ukulele

Standards

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

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

MU:Pr4.1 Select - Select varied musical works to present based on interest,

correct response to simple rhythms.

2.PE.4 Combine locomotor skills in general space to a rhythm or beat.

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

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

2.PE.9 Describe warm-up and cool-down activities related to vigorous physical activity.

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

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

2.PE.12 Accept specific corrective feedback from a teacher.

2.PE.13 Recognize the role of rules and etiquette in teacher-designed physical activities.

2.PE.14 Work independently with others in partner environments.

2.PE.15 Recognize ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

2.PE.16 Work independently and



5. **"Reach to the front."** Contact the ball near the front foot.
 6. **"Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.
- C. Backhand Stroke**
1. **"Stand side to target."** Point the racket shoulder to the target.
 2. **"Racket, across, down and back."** Racket head pulled across the body and extended back near the foot. Use either one or two hands to hold the racket.
 3. **"Step and swing."** Step forward with the front foot and swing from the back foot to front.
 4. **"Likeknight."** Swing your racket like a knight would unsheathe a sword - keep the racket head low and finish high.
 5. **"Reach to the front."** Contact the ball near the front foot.
 6. **"Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.
- D. Volley**
1. **"Ready position close to the net."** Stand about 6-8 feet from the net or target in ready position.
 2. **"Racket high."** Lift the racket head up and slightly to the side - strings above the wrist.
 3. **"Slight side to target."** Turn slightly toward the net or target.
 4. **"Short back swing."** Draw the racket back just a bit.
 5. **"Push and step."** Step with front foot as you punch or block the ball with your racket (not a full swing).
 6. **"Firm wrist follow through."** Keep the

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

- Objectives:**
- Select and develop musical ideas for defined purposes and contexts
 - Choose musical works to present based on interest, knowledge, technical skill, and context.
 - Choose music appropriate for a specific purpose or context.
 - Read and perform rhythmic and melodic patterns using iconic or standard notation.
 - Rehearse, evaluate and refine ensemble performances in collaboration with others.
 - Perform music for a specific purpose with expression and technical accuracy.
 - Perform appropriately for the audience and purpose.

- Lesson / Instruction**
1. Continue practice of "Yankee Doodle"
 2. When competent, move to additional lines of the song until completion of the entire song.
 3. After the class has completely played the song through, mix up the lesson with practice songs in the new Recorder books they have in their cubbies.

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

TENNIS - LESSON #2

- 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

knowledge, technical skill, and context.

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.

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

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

MU:Pr5.1.4a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4a Perform music, alone or with others, with expression and

safely in physical activity settings.

- Objectives:**
- Proper warm-up and cool-down and stretching techniques
 - Develop rhythmic movement skills
 - Develop cardiovascular fitness
 - Have ample opportunities to practice moving to a beat
 - Enjoy physical activity

Lesson / Instruction

- (10 min) Warm Up:**
- Nice to Meet You (Card 10)
- (10 mins) Go Fitness:**
- Race and Reach (Card 169)
- (10 min) Go Activity:**
- Rhythm Activities**
- Hoop Beat (Card 338)
- (5 min) Cool-down:**
- Alphabet Walk (Card 11)



wrist firm and follow through in direction of ball placement.

Safety

- Distribute polypots to define each student's individual self-space.
- Have students practice hugging their racket when a stop signal is given.
- Require students to stop striking if they *move* from their poly spot and to walk when retrieving stray balls.

1. Teach and practice a stop-and-start signal.
2. Provide adequate space for each student.
3. Prohibit excessive swinging.

GO ACTIVITY: Tennis:
Skill Development
Activities

NAME OF ACTIVITY:
Doubles (Partner Racket Skills) (CARD 562 -564)

EQUIPMENT: plastic paddle or tennis racket, tennis ball, beanbag, and poly spot *per* pair

SKILL THEME(S): striking with short-handled paddles

SPORT SKILLS & STRATEGY: racket control and grip, forehand/backhand striking, quick feet

ORGANIZATION:

- Pairs are scattered, each with a racket and tennis ball. 2.
- Or use grid formation (see card 626).

DESCRIPTION:

A. Quick Feet

- Pairs face each other 3-4 feet apart.
- Students balance the racket with the racket head touching the ground.
- On signal, partners exchange places attempting to catch their partner's racket before it falls.
- Score one point for each racket caught.

NOW TRY THIS:

1. Increase the distance between partners.
2. Play "Triangle Quick Feet," adding another student to make a group of three.

B. Rally Roll

- Pairs face each other 5-6 feet apart.
- Using the racket head, partners roll the ball back and forth.

the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures.

5.PE.7 Actively participate in all activities of health enhancement class.

5.PE.8 Differentiate between skill-related and health-related fitness.

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

technical accuracy, and appropriate interpretation.

MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

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

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

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

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

Objectives:

- Select and develop musical ideas for defined purposes and contexts
- Choose musical works to present based on interest, knowledge,



- Challenge students to see how many consecutive "rally rolls" they can accomplish without a mistake.
- Encourage students to use both forehand and backhand strikes

NOW TRY THIS:

- Increase the distance between partners.
- Set up 2 cones, 3-4 ft. apart. Partners have to rally roll the ball through the cones to one another. (Balls roll on the ground)

C. Partner Pancake Pass

- Partners face each other, 4-5 ft. apart.
- Using the forehand grip, balance the beanbag on the racket, and toss it back and forth to your partner.
- After every 10 successful catches, take one step back and continue the activity.

NOW TRY THIS:

- Repeat the activity using the backhand "knuckles up" grip.
- Challenge students to see how many they can do successfully in 30 seconds.

D. Partner Drop, Bounce & Balance

- Partners stand side by side.
- Using a forehand grip, one student balances the tennis ball on their racket then lets the ball drop and bounce.
- Their partner attempts to catch and balance the ball of their racket when it rebounds from the floor.
- Encourage the students to drop the ball from the racket instead of throwing it up in the air.

NOW TRY THIS:

- Repeat the activity using the backhand "knuckles up" grip.
- Challenge students to see how many they can do successfully in 30 seconds.

E. Pour It On

- Partners face each other racket length apart.
- Using the forehand grip, one student balances the tennis ball on their racket and attempts to "pour" the ball onto their partner's racket.
- Score one point for each time the ball is poured without falling off a racket.

NOW TRY THIS:

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.

Objectives:

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

Lesson / Instruction

REVIEW:

A. Ready Position (also known as the "Home Position") - a preparatory position allowing the player to quickly move in any direction.

- "Handshake grip."** Hold the racket with dominant hand.
- "Racket throat."** Place the non-dominant hand on the throat of the racket.
- "Racket head at the chest."** Prepare the racket to move in any direction.
- "Ready feet."** Feet shoulder width apart, weight on the balls of the feet, knees slightly bent, slight forward lean at hips.
- "Quick feet."** Shift weight from right to left, ready to *move* in any direction.

B. Forehand Stroke

- "Stand side to target."** Point the non-racket shoulder to the target.
- "Racket down and back."** Racket head extended back near the foot.

technical skill, and context.

- Choose music appropriate for a specific purpose or context.
- Read and perform rhythmic and melodic patterns using iconic or standard notation.
- Rehearse, evaluate and refine ensemble performances in collaboration with others.
- Perform music for a specific purpose with expression and technical accuracy.
- Perform appropriately for the audience and purpose.

Lesson / Instruction

Lesson: Review:

- Have students get their ukulele
 - Note:** Remind about the proper care of the ukulele before handing it out
 - No storing pick in the strings
 - No touching the tuning keys (yet)

Practice With The Ukulele

- Hand out "Edelweiss"** sheet music and ukulele note reference sheets.
- Practice** each note in the song individually first
- Then, begin practice** on the first line of the line of the song
- When competent, move to** the next line of music until learned, at which time students should try and play both the first line and the second line one after the other.
- From there,** take another line, learn that, then play the three lines together, and so on.



1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many "pours" they can accomplish in a designated amount of time, e.g., 15-30 seconds.

Recess 1:45pm - 2:00pm

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

TENNIS - LESSON #2

Standards

- 3.PE.1** Perform a combination of motor skills in various contexts.
- 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.9** Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.
- 3.PE.10** Practice personal responsibility in teacher-directed activities.
- 3.PE.11** Work independently for extended periods of time.
- 3.PE.12** Accept and implement specific corrective teacher feedback.
- 3.PE.13** Recognize the role of rules and etiquette in physical activity with peers.
- 3.PE.14** Support and work

3. **"Step and swing."** Step forward with the front foot and swing from the back foot to front.
 4. **"Swing low to high."** Make the racket head start low and finish high.
 5. **"Reach to the front."** Contact the ball near the front foot.
 6. **"Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.
- C. Backhand Stroke**
1. **"Stand side to target."** Point the racket shoulder to the target.
 2. **"Racket, across, down and back."** Racket head pulled across the body and extended back near the foot. Use either one or two hands to hold the racket.
 3. **"Step and swing."** Step forward with the front foot and swing from the back foot to front.
 4. **"Likeknight."** Swing your racket like a knight would unsheathe a sword - keep the racket head low and finish high.
 5. **"Reach to the front."** Contact the ball near the front foot.
 6. **"Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.
- D. Volley**
1. **"Ready position close to the net."** Stand about 6-8 feet from the net or target in ready position.
 2. **"Racket high."** Lift the racket head up and slightly to the side - strings above the wrist.
 3. **"Slight side to target."** Turn slightly toward the net or target.



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:

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

Lesson / Instruction

REVIEW:

A. Ready Position (also known as the "Home Position") - a preparatory position allowing the player to quickly move in any direction.

1. **"Handshake grip."** Hold the racket with dominant hand.
2. **"Racket throat."** Place the non-dominant hand on the throat of the racket.
3. **"Racket head at the chest."** Prepare the racket to move in any direction.
4. **"Ready feet."** Feet shoulder width apart, weight on the balls of the feet, knees slightly bent, slight forward lean at hips.
5. **"Quick feet."** Shift weight from right to left, ready to *move* in any direction.

B. Forehand Stroke

4. **"Short back swing."** Draw the racket back just a bit.

5. **"Push and step."** Step with front foot as you punch or block the ball with your racket (not a full swing).

6. **"Firm wrist follow through."** Keep the wrist firm and follow through in direction of ball placement.

Safety

- Distribute polyspots to define each student's individual self-space.
 - Have students practice hugging their racket when a stop signal is given.
 - Require students to stop striking if they *move* from their poly spot and to walk when retrieving stray balls.
1. Teach and practice a stop-and-start signal.
 2. Provide adequate space for each student.
 3. Prohibit excessive swinging.

GO ACTIVITY: Tennis:
Skill Development
Activities

NAME OF ACTIVITY:
Doubles (Partner Racket Skills) (CARD 562 -564)

EQUIPMENT: plastic paddle or tennis racket, tennis ball, beanbag, and poly spot *per* pair

SKILL THEME(S): striking with short-handled paddles

SPORT SKILLS & STRATEGY: racket control and grip, forehand/backhand striking, quick feet

ORGANIZATION:

- Pairs are scattered, each with a racket and tennis ball. 2.
- Or use grid formation (see card 626).

DESCRIPTION:

A. Quick Feet

- Pairs face each other 3-4 feet apart.
- Students balance the racket with the racket head touching the ground.
- On signal, partners exchange places attempting to catch their partner's racket before it falls.
- Score one point for each racket caught.

NOW TRY THIS:



1. **"Stand side to target."** Point the non-racket shoulder to the target.
 2. **"Racket down and back."** Racket head extended back near the foot.
 3. **"Step and swing."** Step forward with the front foot and swing from the back foot to front.
 4. **"Swing low to high."** Make the racket head start low and finish high.
 5. **"Reach to the front."** Contact the ball near the front foot.
 6. **"Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.
- C. Backhand Stroke**
1. **"Stand side to target."** Point the racket shoulder to the target.
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 6. **"Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.
- D. Volley**
1. **"Ready position close to the net."** Stand about 6-8 feet from the net or target in ready position.

1. Increase the distance between partners.
 2. Play "Triangle Quick Feet," adding another student to make a group of three.
- B. Rally Roll**
- Pairs face each other 5-6 feet apart.
 - Using the racket head, partners roll the ball back and forth.
 - Challenge students to see how many consecutive "rally rolls" they can accomplish without a mistake.
 - Encourage students to use both forehand and backhand strikes
- NOW TRY THIS:**
1. Increase the distance between partners.
 2. Set up 2 cones, 3-4 ft. apart. Partners have to rally roll the ball through the cones to one another. (Balls roll on the ground)
- C. Partner Pancake Pass**
- Partners face each other, 4-5 ft. apart.
 - Using the forehand grip, balance the beanbag on the racket, and toss it back and forth to your partner.
 - After every 10 successful catches, take one step back and continue the activity.
- NOW TRY THIS:**
1. Repeat the activity using the backhand "knuckles up" grip.
 2. Challenge students to see how many they can do successfully in 30 seconds.
- D. Partner Drop, Bounce & Balance**
- Partners stand side by side.
 - Using a forehand grip, one student balances the tennis ball on their racket then lets the ball drop and bounce.
 - Their partner attempts to catch and balance the ball of their racket when it rebounds from the floor.
 - Encourage the students to drop the ball from the racket instead of throwing it up in the air.
- NOW TRY THIS:**
1. Repeat the activity using the backhand "knuckles up" grip.
 2. Challenge students to see how many they can do successfully in 30 seconds.
- E. Pour It On**
- Partners face each other racket length apart.



2. **"Racket high."** Lift the racket head up and slightly to the side - strings above the wrist.
3. **"Slight side to target."** Turn slightly toward the net or target.
4. **"Short back swing."** Draw the racket back just a bit.
5. **"Push and step."** Step with front foot as you punch or block the ball with your racket (not a full swing).
6. **"Firm wrist follow through."** Keep the wrist firm and follow through in direction of ball placement.

Safety

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1. Teach and practice a stop-and-start signal.
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GO ACTIVITY: Tennis:
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NAME OF ACTIVITY:
Doubles (Partner Racket Skills) (CARD 562 -564)

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SKILL THEME(S): striking with short-handled paddles

SPORT SKILLS &

STRATEGY: racket control and grip, forehand/backhand striking, quick feet

ORGANIZATION:

- Pairs are scattered, each with a racket and tennis ball. 2.
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- Pairs face each other 3-4 feet apart.
- Students balance the racket with the racket head touching the ground.

- Using the forehand grip, one student balances the tennis ball on their racket and attempts to "pour" the ball onto their partner's racket.
- Score one point for each time the ball is poured without falling off a racket.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many "pours" they can accomplish in a designated amount of time, e.g., 15-30 seconds.

Break 2:30pm - 2:45pm

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

Practice for Spring Concert - The Sound of Silence - Singing with Harmonizing

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

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

MU:Cr3.2 Present - Share creative musical work that conveys intent,



- On signal, partners exchange places attempting to catch their partner's racket before it falls.
- Score one point for each racket caught.

NOW TRY THIS:

1. Increase the distance between partners.
2. Play "Triangle Quick Feet," adding another student to make a group of three.

B. Rally Roll

- Pairs face each other 5-6 feet apart.
- Using the racket head, partners roll the ball back and forth.
- Challenge students to see how many consecutive "rally rolls" they can accomplish without a mistake.
- Encourage students to use both forehand and backhand strikes

NOW TRY THIS:

1. Increase the distance between partners.
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- Their partner attempts to catch and balance the ball of their racket when it rebounds from the floor.
- Encourage the students to drop the ball from the racket instead of throwing it up in the air.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.

demonstrates craftsmanship, and exhibits originality.

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.

MU:Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance.

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

MU:Pr4.3.6a Perform a selected piece of music demonstrating how their



2. Challenge students to see how many they can do successfully in 30 seconds.

E. Pour It On

- Partners face each other racket length apart.
- Using the forehand grip, one student balances the tennis ball on their racket and attempts to "pour" the ball onto their partner's racket.
- Score one point for each time the ball is poured without falling off a racket.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many "pours" they can accomplish in a designated amount of time, e.g., 15-30 seconds.

interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

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:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.

MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

MU:Re7.1.6a Select or choose music to listen to and explain the connections to



specific interests or experiences for a specific purpose.

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

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

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

Objectives:

- Select and develop musical ideas for defined purposes and contexts
- Choose musical works to present based on interest, knowledge, technical skill, and context.
- Choose music appropriate for a specific purpose or context.
- Read and perform rhythmic and melodic patterns using iconic or standard notation.
- Rehearse, evaluate and refine ensemble performances in collaboration with others.
- Perform music for a specific purpose with expression and technical accuracy.
- Perform appropriately for the audience and purpose.

Lesson / Instruction

? Students have decided on a song, so the class will begin with singing the individual parts of "The Sound of Silence" (the melody-higher part, and the harmony-the lower part. Below are 3 websites that can be used to introduce both parts of the song.

The Sound of Silence: In Two Parts (sung together)



Link: <http://youtu.be/walM3uqKBR0?feature=shared>

Sound of Silence: Both parts sung together and individually

Link: <http://youtu.be/HDFk3HcvX-!/?feature=shared>

Multitrack breakdown of "Sound of Silence" by Simon and Garfunkel (instruments and both voices)

Link: <http://youtu.be/-BBGdtJu37s?feature=shared>