



Monday 03/11/2024	Tuesday 03/12/2024	Wednesday 03/13/2024	Thursday 03/14/2024	Friday 03/15/2024
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am
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	Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am
Song Writing	Song Writing	Song Writing	Song Writing	Song Writing
Standards	Standards	Standards	Standards	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> <p>MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic</p>	<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> <p>MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic</p>	<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> <p>MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic</p>	<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> <p>MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic</p>	<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> <p>MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic</p>



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

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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:Cr3.1.7b 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.

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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.

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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, and reasons for choices.

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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 elements of music and expressive qualities, within

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Objectives:

- Students are finishing music writing assignments this week, due Monday, March 11, 2024
- Students will be selecting a song they would like to learn to play on an instrument of their choice. If they wish, they may play the song in the Spring Music Program.

Lesson / Instruction
Individual and Group Performances

- Students should be finishing the music writing assignment due Monday, March 11, 2024 Group A and Tuesday, March 12, 2024 Group B.**
 - Recording of final project and self assessment is required for completion.
- When the music writing assignment is complete** students are to select an instrument and an instruction book for their chosen instrument, and begin to research song choices to play for the upcoming Spring Concert/Musical.
 - Song choices must be approved and school appropriate.

Instrument rental fees must be paid (*if not paid at the beginning of the year*) for use of any instruments in the school's music program and are due **March 25, 2024**. If rental fees are not paid by that time, students will not be allowed to use the school's instruments until fees are paid. Students may also choose to rent or purchase instruments outside of school to use for class.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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Lesson / Instruction
Individual and Group Performances

- Students should be finishing the music writing assignment due Monday, March 11, 2024 Group A and Tuesday, March 12, 2024 Group B.**
 - Recording of final project and self assessment is required for completion.
- When the music writing assignment is complete** students are to select an instrument and an instruction book for their chosen instrument, and begin to research song choices to play for the upcoming Spring Concert/Musical.
 - Song choices must be approved and school appropriate.

Instrument rental fees must be paid (*if not paid at the beginning of the year*) for use of any instruments in the school's music program and are due **March 25, 2024**. If rental fees are not paid by that time, students will not be allowed to use the school's instruments until fees are paid. Students may also choose to rent or purchase instruments outside of school to use for class.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

genres, cultures, and historical periods to convey expressive intent.

Objectives:

- Students will be selecting a song they would like to learn to play on an instrument of their choice. If they wish, they may play the song in the Spring Music Program.

Lesson / Instruction
Individual and Group Performances

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Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

Music - Kinder 12:15pm - 1:00pm
Grade K | Spotlight on Music Section 4: Unit 3 Lesson 10: St. Patrick's Day

Standards
MU:Pr4.1.Ka With guidance, demonstrate and state personal

genres, cultures, and historical periods to convey expressive intent.

Objectives:

- Students will be selecting a song they would like to learn to play on an instrument of their choice. If they wish, they may play the song in the Spring Music Program.

Lesson / Instruction
Individual and Group Performances

- Students are to select an instrument and an instruction book for their chosen instrument, and begin to research song choices to play for the upcoming Spring Concert/Musical.
 - Song choices must be approved and school appropriate.

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Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

PE - 1 12:15pm - 1:00pm
Rock Wall with Easter Coloring Sheets

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

genres, cultures, and historical periods to convey expressive intent.

Objectives:

- Students will be selecting a song they would like to learn to play on an instrument of their choice. If they wish, they may play the song in the Spring Music Program.

Lesson / Instruction
Individual and Group Performances

- Students are to select an instrument and an instruction book for their chosen instrument, and begin to research song choices to play for the upcoming Spring Concert/Musical.
 - Song choices must be approved and school appropriate.

Instrument rental fees must be paid (*if not paid at the beginning of the year*) for use of any instruments in the school's music program and are due **March 25, 2024**. If rental fees are not paid by that time, students will not be allowed to use the school's instruments until fees are paid. Students may also choose to rent or purchase instruments outside of school to use for class.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

Music - 1 12:15pm - 1:00pm
Grade 1 | Spotlight on Music Section 2: Unit 1 Lesson 2: Upward and Downward

Standards
MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to



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

**Grade PreK |
Spotlight on Music
Unit 3: Families
Lesson 2: Songs
Can Be
Conversations**

Standards

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

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.

Objectives:

- Children will move to demonstrate call and response song form.

Lesson / Instruction

GRADUATION SONG

INTRODUCTION

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

LET'S BEGIN | What Did You Say?

ACTIVITY | S1U3L2: What Did You Say?: Interactive

Show students slide, point to the question mark and ask:

1. "Can you clap your hands?"
2. Then point to the exclamation mark
3. Invite children to answer "Yes, I can! Yes, I can!" and show the movement for clapping hands in

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

**Rock Wall with
Easter Coloring
Sheets**

Standards

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

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

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

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

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

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

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

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

2.PE.16 Work independently and safely in physical activity settings.

2.PE.18 Compare physical activities that

interest in varied musical selections.

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

MU: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, and peer feedback to refine performances.

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.

Objectives:

- Identify and use singing and speaking voices with "Wait and See."
- Play instruments maintaining a steady beat with "Too-ra-loo-ra-loo-ral"

Concept:

- Vocal Tone Color
- Beat

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

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

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

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

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

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

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

2.PE.16 Work independently and safely in physical activity settings.

2.PE.18 Compare physical activities that bring confidence and challenges; and

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

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

Objectives:

personal choices and intent when creating, performing, and responding to music.

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

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

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.

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive



rhythm with those words.

4. Continue questions and answers:

Can you pat your knees?
Yes, I can! Yes, I can!

Can you march your feet?
Yes, I can! Yes, I can!

Can you do it all?
Yes, I can! (Clap hands.)
Yes, I can! (Pat knees.)
Yes, I can! (March feet.)
Yes, I can!

- Explain to children that sometimes music is also about questions (calls) and answers (responses).

POETRY | S1U3L2: What Did You Say?:Interactive

- You may wish to preview the Poetry slide.

TEACHER TO TEACHER | Teacher Tip

Call and Response
Use other opportunities to sing questions (or "calls") throughout the day using familiar melodies for children, such as "Rick, are you ready for recess?"

LISTEN | My Mama's Calling Me

iSONG | My Mama's Calling Me: Interactive

Have children:

- Listen for calls and answers in "My Mama's Calling Me"
- Describe how they can tell the difference between a call and an answer. (call—leader; answer—group) (Tell children that in music the word response is used instead of answer)
- Listen again, raising a hand when they hear the leader, and crossing arms in front when they hear the group.
- Identify the main repeated call. (My mama's calling me.)
- Identify the main repeated response. (You can't get out of here.)

SING | Call and Response

bring confidence and challenges; and

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

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

Objectives:

- Engage in physical activity in conjunction with working on Easter music worksheets and coloring.

Lesson / Instruction

1. **Easter Coloring**
Sheets - Documents

- Link: <http://www.teacherospayteachers.com/My-Purchases>
- Link: <http://www.teacherospayteachers.com/Product/Spring-Summer-Music-Coloring-Worksheet-and-Word-Search-6911235?st=d34053ee0f1bdc4f291d8916bbd8fae6>
- Link: <http://www.teacherospayteachers.com/Product/Easter-Themed-Music-Worksheets-1160800?st=64d2565671eed0c23ab64b1eb2d0a94a>
- Link: <http://www.teacherospayteachers.com/Product/MUSIC-FREE-Worksheets-K-5-Composing-Theory-Sub-Tub-Activities-2742035?st=64d2565671eed0c23ab64b1eb2d0a94a>

Lesson / Instruction

Graduation Song

LISTEN | Wait and See
CONCEPT OVERVIEW | S4U3L10: Wait and See: Interactive

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

iSONG | Wait and See: Interactive

- Have children talk about what a leprechaun is and listen to "Wait and See." (Leprechauns are elves in Irish folklore who can reveal hidden treasures to those who catch them.)

SING | Wait and See
Wait and See (Stereo Mix): Audio

Ask children to:

- Echo-sing the A section by phrase and determine that they used their singing voices.
- Echo-speak the B section by phrase and determine that they used their speaking voices.

MOVE | Wait and See

- Have children sing and speak the song while using movement. (See MOVEMENT | Creative Movement.)

MOVEMENT | Creative Movement

Creative Movement: Wait and See To reinforce contrasting sections in this song, have children perform these movements:

- A section:** Move around the room as if searching for a leprechaun.
- B section:** Have children stand in place, dramatizing the words (pointing index finger in time to the beat on the first two phrases, placing index finger to lips on sh, sh, sh, sh, drawing an arc in the air to show the rainbow, and opening arms on share it with a friend).

?Critical Thinking: Define

GOAL: Play instruments maintaining a steady beat with "Too-ra-loo-ra-loo-ral"

- Engage in physical activity in conjunction with working on Easter music worksheets and coloring.

Lesson / Instruction

1. **Easter Coloring**
Sheets - Documents

- See Preschool lesson plan

TALENT SHOWCASE 1:00pm - 2:30pm

Music - 3 1:00pm - 1:45pm
Lesson / Instruction
Orff Orchestra

No lesson today due to Talent Show

Music - 4 1:45pm - 2:30pm
Lesson / Instruction
Recorder or Ukulele 3 kids left to vote

No lesson today due to Talent Show

qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

Objectives:

- Identify upward/downward.

Concept:

- Melody

Lesson / Instruction

Boomwackers

SING | All Night, All Day
CONCEPT OVERVIEW | S2U1L2: Upward and Downward: Interactive

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

iSONG | All Night, All Day: Interactive

- Preview the interactive song.

ACTIVITY | S2U1L2: All Night, All Day Melodic Contour: Interactive

Have children:

- Listen to the song.
- Echo the lyrics after you say them.
- Look at the arrows and sing the song.
- Decide how the song starts and ends.
- Sing the song, moving their hands to show the melodic contour of line 1.
- Identify which arrow best depicts movement in lines 1 and 3 of the verse: "Now I lay me down to sleep" and "Pray the Lord my soul to keep". (the top arrow)

SOM G1 | ASL All Night All Day Demo: Video
SOM G1 | ASL All Night All Day Instruction: Video

- Optional:** Use these videos to teach the American Sign language for this song.

MUSIC SKILLS | Play ORFF ORCHESTRATIONS | Grade 1: Document

- You may wish to use **Orff Orchestration O-11** for "All Day, all Night."

MUSIC SKILLS | MIDI | MIDI | Grade 1: Document



ACTIVITY | S1U3L2:
Songs Can Be Conversations: Interactive

Invite children to:

- Describe the pictures on the slide. (child; group of children)
- Explain to children that the single child represents the leader (or solo), who calls and the group responds—call and response.

My Mama's Calling Me (Stereo Mix): Audio

- Form a circle around you as you stand in the center and sing the calls.
- Sing the responses in "My Mama's Calling Me" and perform the actions for pat your ones to your calls.
- Encourage children to play the leader and create new calls for you to sing, such as My daddy's calling me, My grandma's calling me, or My brother's calling me.

LINKS | Reading/Art Related Activity

Illustrating a Song about My Mama

Materials: paper, crayons or markers

Illustrating a song from a personal viewpoint can make a song and its story more meaningful for children.

- Create your own Resource Masters for children with the following fill-in-the-blank sentence across the bottom: "My mama is calling me because she wants me to _____"
- Sing "My Mama's Calling Me" and discuss why Mama might be calling the child. Ask: "When do mothers call children?"
- Distribute copies of the page you created and read the sentence to children. Invite them to draw a picture to show why their mother might call them.
- When children have finished their drawings, help them complete the sentence on their paper. Call on volunteers to share their drawings with their classmates.

- **Link:**
<http://www.teacher.spayteachers.com/Product/MUSIC-FREE-K-5-Worksheets-Activities-Composing-Theory-Listening-Assessments-4576174?st=64d2565671eed0c23ab64b1eb2d0a94a>

- **Link:**
<http://www.teacher.spayteachers.com/Product/Easter-or-Spring-Color-by-Note-Mystery-Picture-6718470?st=64d2565671eed0c23ab64b1eb2d0a94a>

- **Link:**
<http://www.teacher.spayteachers.com/Product/FREE-Count-the-Peeps-A-Notes-and-Rests-Activity-1190704?st=64d2565671eed0c23ab64b1eb2d0a94a>

- **Link:**
<http://www.teacher.spayteachers.com/Product/Spring-Music-Color-by-Number-Music-Worksheet-Rhythm-Worksheet-9287105?st=f0138235e5b5d328e14c7ba33d414a9f>

- **Link:**
<http://www.teacher.spayteachers.com/FreeDownload/Music-Coloring-Worksheets-FREE-3237624>

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

INTRODUCTION | Too-ra-loo-ra-loo-ral

CONCEPT OVERVIEW | S4U3L10: Too-ra-loo-ra-loo-ral (That's an Irish Lullaby): Interactive

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

LISTEN | Too-ra-loo-ra-loo-ral

LISTENING | Too-ra-loo-ra-loo-ral (That's an Irish Lullaby): Interactive

- Have children listen to "Too-ra-loo-ra-loo-ral" and pat with the steady beat on their legs.

MOVE | With the Steady Beat

1. Tell children that this song is an Irish lullaby and discuss what a lullaby is.
2. Have children listen again, this time pretending to rock a baby in their arms on the refrain and patting with the beat on the verse.

PLAY | Responding to Cues

Have children:

1. Listen to the song again, this time patting their legs once each time too-ra-loo-ra-loo-ral is sung in the refrain.
2. Transfer patting to finger cymbals, playing once for each repetition of the word in the refrain.

REACHING ALL

LEARNERS | Inclusion

Inclusion Since some children with special needs are immature for their age, they may not behave appropriately during music activities. Be sure to discuss your expectations with the class and review the rules for appropriate behavior regularly until they are established. To ensure understanding, ask children to say the rules in their own words and give an example.

SCHOOL TO HOME SONG ANTHOLOGY | Grade K: Document

- We are learning the song "Wait and See," p. 168.

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

Use **Spotlight on MIDI Project 18** (All Night, All Day) for more practice with the song.

To find the MIDI files:

- Resources/ select grade
- Select MIDI Files. This will download all of the MIDI files for this grade.
- Select the appropriate MIDI file for this project from the download.
- The MIDI book includes introductory and reference materials as well as projects for children to do.

IDENTIFY | Upward and Downward with Cut the Cake

iSONG | Cut the Cake: Interactive

- Preview the interactive song.

ACTIVITY | S2U1L2: Cut the Cake Downward: Interactive

Have children:

1. Clap along as they listen to the song.
2. Echo you as you say the lyrics and clap the rhythm.
3. Sing the song and tap the pictures of cakes when they reach the end.
4. Identify the direction of the cakes as downward.
5. Act out the words as they sing the song from memory.

LISTEN | Upward and Downward in Fountain Dance

LISTENING | Fountain Dance: Interactive

- Have children listen to "Fountain Dance" and analyze what features of the music remind them of fountains or water, and why. (*pitches or melodies: melodic direction goes up and down like water; there are both flowing smooth melodies and ones with shorter notes that sound like droplets*)
- Have children listen again and pretend to be a fountain, using their arms to imitate the upward/downward flow of the water in response to the melodic direction.

HISTORY AND CULTURE | Sir Edward Elgar



LISTEN | A Fingerplay with Grandma
POETRY | S1U3L7: Grandma's Spectacles: Interactive

A Fingerplay with "Grandma" A fingerplay gives children an additional sensory input to facilitate focusing attention on a story line.

- Encourage children to listen as you read the rhyme.
- Read the rhyme again and ask children to think about how they might move their hands to the words.

SAY/MOVE | A Fingerplay with Grandma
ACTIVITY | S1U3L7: Telling a Story: Interactive

Have children:

1. Develop actions for the rhyme.
2. Display the slide **ACTIVITY | Telling a Story** to encourage children to use speaking, calling, singing, whispering, and inner voice to perform the rhyme.)
3. Perform the actions in different ways.
 - Form two groups.
 - One calls lines 1 and 3 while moving hands with the words
 - Other group responds with lines 2 and 4 while moving hands with the words.
 - (You may wish to have all children say lines 3 and 4 together.)

LISTEN | John, the Rabbit
iSONG | John the Rabbit: Interactive

Have children:

- Listen to the song "John the Rabbit."
- Identify the repeated words sung by the group. (Oh, yes!)
- Tell if those repeated words are the call or the response. (response)
- Describe the call. (sung by a person)

SING | John the Rabbit
John the Rabbit (Stereo Mix): Audio

Have children:

- Hop like rabbits in the garden while listening to the song "John the Rabbit."

Rock Wall with Easter Coloring Sheets

Standards

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

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

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

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

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

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

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

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

2.PE.16 Work independently and safely in physical activity settings.

2.PE.18 Compare physical activities that bring confidence and challenges; and

Grade 5 | Spotlight on Music Section 4: Unit 3 Lesson 8: St. Patrick's Day

Standards

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

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

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

MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Objectives:

- Practice pitch-singing with a St. Patrick's Day song.

Lesson / Instruction

Recorder or Ukulele

GOAL: Practice pitch-singing with a St. Patrick's Day song.

INTRODUCTION | St.

Patrick's Day

CONCEPT OVERVIEW |

S4U3L8: St. Patrick's

Day: Interactive

- Give students an overview of what they will learn with "St. Patrick's Day."

READ | Six-Eight Rhythms

MEET THE MUSICIAN | S2U1L2: Sir Edward Elgar: Interactive

- Sir Edward Elgar (1857–1934) was born in the west of England.
- His father was a piano tuner and owned a music shop.
- As a child, Elgar studied the music in his father's shop.
- Soon he began to earn a living as an organist and violin teacher.
- Elgar moved to London at age 32 and became successful as the composer of the Enigma Variations.
- His "Pomp and Circumstance" march remains popular, as do his cello concerto and two pieces for string orchestra.

IMPROVISE | Upward and Downward with Night Comes

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

Invite children to improvise. Use **Virtual Orff Instruments** if you have no Orff instruments in the classroom.

Have children:

1. Look at any barred instrument and remember the directions to play for upward-moving sounds (to the right) and downward-moving sounds. (to the left)
2. Take turns playing upward and downward on the instruments as you call out the directions, or signal direction with motions.
3. For the part of the poem that is a question, invite children to play an upward melody.

RESOURCE MASTERS | Grade 1: Document

- Help children to plan and perform improvised upward/downward sounds on instruments for the poem "Night Comes," using **Resource Master R-2, p. 98.**

POETRY | S2U1L2: Night Comes...: Interactive



- Sing the response "Oh, yes!" as they can, each time it occurs.

PROGRESS

CHECKPOINT

Informal Assessment

1. Sing a call for children to respond to, such as "Children, are you ready for a break?"
2. Observe how children respond to calls.

Optional Reteaching

1. Review how to sing call-and-response form by practicing with "My Mama's Calling Me," singing the calls yourself and pointing to children when it is their turn to sing each response.

WRAP UP

1. Remind children that they have learned about calls and responses in songs.
2. Ask them what other word can be used for response. (answer)

SCHOOL TO HOME

We are learning these songs:

- "My Mama's Calling Me," p. 48
- "John the Rabbit," p. 37

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

Grade 2 | Spotlight on Music Section 4: Unit 3: Lesson 10: St. Patrick's Day

Standards

MU:Cr1.1.2a Improve rhythmic and melodic patterns and musical ideas for a specific purpose.

MU:Pr6.1.2b Perform appropriately for the audience and purpose.

Objectives:

- Listen to Irish music played on pipes and fiddle in "Three Irish Jigs."
- Create an accompaniment for the Irish song "The Wee Falorie Man."

Lesson / Instruction

Singing with Choreography

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

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

Objectives:

- Engage in physical activity in conjunction with working on Easter music worksheets and coloring.

Lesson / Instruction

1. **Easter Coloring Sheets** - Documents
 - See Preschool lesson plan

Recess 1:45pm - 2:00pm

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

Rock Wall with Easter Coloring Sheets

Standards

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

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

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

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

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

LOCATOR MAP | Ireland: Interactive

1. Tell students they will sing a song from Ireland for St. Patrick's Day.
2. Have them locate Ireland on the map.
3. Point out that the country of Ireland shares an island with Northern Ireland, which is part of the United Kingdom.

St. Patrick's Day (Stereo Mix): Audio

- Have students listen to "St. Patrick's Day" and decide what the meter is.

ACTIVITY | S4U3L8: Read 6/8 Rhythms: Interactive

- Invite students to read and clap the rhythm patterns on the slide.

SONG ANTHOLOGY | Grade 5: Document

- Have students find the patterns in the notation on **Song Anthology p. 236**.

ANALYZE | Lyrics

ACTIVITY | S4U3L8: St. Patrick's Day: Interactive

- Invite students to read about St. Patrick's Day and share any additional background they know.
- Help students refer to the **Song Anthology** again to understand the words and imagery in the lyrics, and discuss how to interpret their overall meaning.

SING | St. Patrick's Day

PITCH SOUNDS AND SYMBOLS: Interactive

Use the settings button on this slide to choose:

1. **Scale** = major
2. **Pitch** for do = D.
3. **Add** so | la | ti | in the Pitch Syllables column.
4. Invite students to explore clicking the pitch syllables names below the staff to hear each pitch sung in any order, and to practice singing along.

Have students:

- Refer to the notation on **Song Anthology p. 236** again to find do.
- Sing all or part of the song on pitch syllables.

SONG | St. Patrick's Day: Interactive

HISTORY AND CULTURE | St. Patrick

- Have children improvise upward and downward patterns as you read the poem aloud to them.

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

Rock Wall with Easter Coloring Sheets

Standards

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

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

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

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

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

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

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

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



GOAL: Listen to Irish music played on pipes and fiddle.

INTRODUCTION | Three Irish Jigs

CONCEPT OVERVIEW | S4U3L10: Three Irish Jigs

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

LOCATOR MAP | Ireland

- Invite students to find Ireland on the map.

LISTENING | Three Irish Jigs

- Share with students some information about St. Patrick's Day and Irish traditional music.
 - See **HISTORY AND CULTURE | Saint Patrick's Day** and **HISTORY AND CULTURE | Irish Traditional Music**, below.
 - In "Three Irish Jigs," students will hear the uilleann pipes and fiddle.
 - The pipes provide both melody and harmony, and the fiddle reinforces the melody.

Have students:

- Listen to "Three Irish Jigs" while patting with the steady beat.
- Describe the sound of the instruments.
- Divide into groups and create a movement sequence to go with this lively Irish music.

HISTORY AND CULTURE | Saint Patrick's Day

Read:

- For his work in bringing Christianity to Ireland, Saint Patrick became an Irish hero. According to legend, Saint Patrick used the three-leaved shamrock to explain the Christian belief in the Holy Trinity.
- Today, the shamrock is Ireland's national plant and is recognized as a symbol for Ireland.
- On Saint Patrick's Day, March 17, people in communities around the world celebrate Irish culture by wearing shamrocks and green clothes and by singing, dancing, and marching to Irish music.

HISTORY AND CULTURE | Irish Traditional Music

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

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

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

2.PE.16 Work independently and safely in physical activity settings.

2.PE.18 Compare physical activities that bring confidence and challenges; and

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

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

Objectives:

- Engage in physical activity in conjunction with working on Easter music worksheets and coloring.

Lesson / Instruction

- Easter Coloring**
Sheets - Documents
 - See Preschool lesson plan

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

St. Patrick

- There is some variation in the stories of the life of St. Patrick.
- He was born in either England or Scotland in the fourth century and was kidnapped at least once and sold into slavery in Ireland.
- He eventually escaped and became a Catholic priest in France.
- He later returned to Ireland as a bishop, where he is credited with spreading Christianity and working miracles.

LINKS | Science

Shamrock Surprise

- Have students research the shamrock and share what they learn about the plant.
- Some students may have the plant confused with clover, a smaller and more common plant that resembles the shamrock.
- Encourage them to find and share pictures of the shamrock plant or, if possible, bring in an actual plant.
- Have them report as well on the symbolic importance of the shamrock on St. Patrick's Day.

MUSIC SKILLS | Guitar

VIRTUAL FRETTED INSTRUMENTS | Strings (Bass, Guitar, Banjo, Ukulele): Interactive

Guitar

- Invite students to accompany "St. Patrick's Day" using the chords in the song notation.
- Have them play on each beat, repeating the chord from one measure to the next until the notation shows a different chord.
- They may use A7 whenever A is shown. Chord roots might be played on the bass.

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

Rock Wall with Easter Coloring Sheets

Standards

2.PE.1 Perform basic locomotor, nonlocomotor, and

2.PE.16 Work independently and safely in physical activity settings.

2.PE.18 Compare physical activities that bring confidence and challenges; and

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

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

Objectives:

- Engage in physical activity in conjunction with working on Easter music worksheets and coloring.

Lesson / Instruction

- Easter Coloring**
Sheets - Documents
 - See Preschool lesson plan

Recess 1:45pm - 2:00pm

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

Rock Wall with Easter Coloring Sheets

Standards

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

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

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

2.PE.8 Identify physical activities



- Much of Irish traditional music is dance music—jigs, reels and hornpipes, played mainly on fiddle, whistle, flute, concertina, and accordion, with percussion often provided by the thunderous bodhran.
- The more meditative, “listening” music is played typically on the Celtic harp or the *uilleann* [ILL an] pipes.
 - Ancient and intricate, these quiet pipes are always played indoors, and seated.
 - Air is pumped into the bag by a set of bellows held under the player’s arm (*uilleann* means “elbow” in Irish Gaelic).
 - A complex system of drones and “regulators” allows the player to create chords, while the “chanter” plays the melody.

GOAL: Create an accompaniment for an Irish song.

INTRODUCTION | The Wee Falorie Man

CONCEPT OVERVIEW | S4U3L10: The Wee Falorie Man

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

iSONG | The Wee Falorie Man

- Have students listen to “The Wee Falorie Man” and discuss what was in the man’s lunch box. (a bap, or loaf of bread, and a clipe, or piece of ham)

READ | The Wee Falorie Man

1. Have students sing the song, substituting loo for the words, until the melody is familiar.
2. Using the Song Anthology, p. 235, have them find and circle the Irish words in the song.
3. Have them read the words of the song aloud to practice saying any unfamiliar word, then sing the song.

IMPROVISE | The Wee Falorie Man

VIRTUAL PERCUSSION | Percussion (Drums,

manipulative skills in mature patterns.

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

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

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

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

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

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

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

2.PE.16 Work independently and safely in physical activity settings.

2.PE.18 Compare physical activities that bring confidence and challenges; and

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

which contribute to developing strength and fitness.

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

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2.PE.16 Work independently and safely in physical activity settings.

2.PE.18 Compare physical activities that bring confidence and challenges; and

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

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

Objectives:

- Engage in physical activity in conjunction with working on Easter music worksheets and coloring.

Lesson / Instruction

1. **Easter Coloring Sheets - Documents**
 - See Preschool lesson plan



Bells, Shakers, and Scrapers): Interactive

1. Invite students to choose percussion sounds to improvise and express key words in the lyrics (such as rattlin', tin can, bap, clipe of ham).
2. Have the class sing the song, adding sound effects to enhance the words.

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

Grade 5 | Spotlight on Music Section 2: Unit 2 Lesson 7: Practice with Rhythms and Pitches

Standards

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

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

Objectives:

- Read a song with syncopation and low la.

Lesson / Instruction

Recorder or Ukulele
(students will vote today)

READ | Rhythms

CONCEPT OVERVIEW | S2U2L7: Practice with Rhythms and Pitches

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

SONG ANTHOLOGY |

Grade 5: Document

Have students:

- Refer to Song Anthology p. 231 for the notation of "Somebody's Knockin' at Your Door."
- Listen to the song and identify the syncopated pattern
_____ (mm. 1, 5, 11, 13)

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

Objectives:

- Engage in physical activity in conjunction with working on Easter music worksheets and coloring.

Lesson / Instruction

1. **Easter Coloring**

Sheets - Documents

- See Preschool lesson plan

Break 2:30pm - 2:45pm

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

Grade 5 | Spotlight on Music Section 4: Unit 3 Lesson 8: St. Patrick's Day

Standards

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

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

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

MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.



- Find the slurred pattern, the tied half notes, and the fermata. (*m. 9; mm. 3–4, 7–8; end of line 3*)
- Clap the rhythm of the song and read the words in rhythm, patting to the beat.

RESOURCE MASTERS | Grade 5: Document

- Have students practice writing syncopated rhythms using **Resource Master R•7, p. 117.**

PLAY | Rhythm Ostinato

ACTIVITY | Staff Paper | Four 5-line Staves:

Interactive

Notate or play back the rhythm pattern that you hear to show you understand it.

1. Play the last two measures of the ostinato below for the class.
2. Ask students to reproduce the rhythm they hear by notating it or by clapping or playing it back to you.

PLAYALONG | S2U2L7: Somebody's Knockin' at Your Door: Interactive

Play this rhythm ostinato with the song.

With a partner, review your earlier notation and see if it matches the last two measures of the playalong. If not, notate the rhythm pattern again. Ask your partner to play it back to see if you got it this time.

- Have students form two groups
 - 1st group to sing the song
 - 2nd Group to say, tap, or play the ostinato on a woodblock during the tied half notes and the two measures of rest in lines 5 and 6.

READ | Pitches

PITCH SOUNDS AND

SYMBOLS: Interactive

- Use the Settings button on this slide to choose
 - Scale = la pentatonic
 - Pitch for do = Eb
 - add high do by selecting it in the Pitch Syllables column.
- Invite students to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order, and to practice

Objectives:

- Practice pitch-singing with a St. Patrick's Day song.

Lesson / Instruction

Singing (Harmonizing)

Grade 6 did not have St. Patrick's Day curriculum so I am using 5th grade for today's lesson.

GOAL: Practice pitch-singing with a St. Patrick's Day song.

INTRODUCTION | St. Patrick's Day

CONCEPT OVERVIEW |

S4U3L8: St. Patrick's

Day: Interactive

- Give students an overview of what they will learn with "St. Patrick's Day."

READ | Six-Eight

Rhythms

LOCATOR MAP | Ireland:

Interactive

1. Tell students they will sing a song from Ireland for St. Patrick's Day.
2. Have them locate Ireland on the map.
3. Point out that the country of Ireland shares an island with Northern Ireland, which is part of the United Kingdom.

St. Patrick's Day (Stereo

Mix): Audio

- Have students listen to "St. Patrick's Day" and decide what the meter is.

ACTIVITY | S4U3L8:

Read 6/8 Rhythms:

Interactive

- Invite students to read and clap the rhythm patterns on the slide.

SONG ANTHOLOGY |

Grade 5: Document

- Have students find the patterns in the notation on **Song Anthology p. 236.**

ANALYZE | Lyrics

ACTIVITY | S4U3L8: St.

Patrick's Day: Interactive

- Invite students to read about St. Patrick's Day and share any additional background they know.
- Help students refer to the **Song Anthology** again to understand the words and imagery in the lyrics, and discuss how to



singing along using the hand signs.

Have students:

1. Use the notation on Song Anthology p. 231 to find measures with low la. (mm. 2, 12, 14, 18)
2. Identify the song as pentatonic and discuss the range of the pentatonic melody and which pitch extends it below do.
3. Sing the song with pitch syllables.

iSONG | Somebody's Knockin' at Your Door: Interactive

- Have students sing the song with the words.

MUSIC SKILLS | Orff Instruments and Improvise

ORFF ORCHESTRATIONS | Grade 5: Interactive

Orff Instruments

- Have students learn the Orff accompaniment for "Somebody's Knockin' at Your Door" on **Orff Orchestration O•20**.

VIRTUAL MALLET PERCUSSION | Orff Mallet Percussion (Xylophones, Metallophones, and Glockenspiels)

Improvise

- Have students improvise melodic embellishments as they sing the song, especially on long notes or during the rests.

Break 2:30pm - 2:45pm

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

Grade 6 | Spotlight on Music Section 2: Unit 3 Lesson 5: Syncopation

Standards

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

interpret their overall meaning.

SING | St. Patrick's Day PITCH SOUNDS AND SYMBOLS: Interactive

Use the settings button on this slide to choose:

1. **Scale** = major
2. **Pitch** for do = D.
3. **Add** so | la | ti | in the Pitch Syllables column.
4. Invite students to explore clicking the pitch syllables names below the staff to hear each pitch sung in any order, and to practice singing along.

Have students:

- Refer to the notation on **Song Anthology p. 236** again to find do.
- Sing all or part of the song on pitch syllables.

iSONG | St. Patrick's Day: Interactive

HISTORY AND CULTURE | St. Patrick

St. Patrick

- There is some variation in the stories of the life of St. Patrick.
- He was born in either England or Scotland in the fourth century and was kidnapped at least once and sold into slavery in Ireland.
- He eventually escaped and became a Catholic priest in France.
- He later returned to Ireland as a bishop, where he is credited with spreading Christianity and working miracles.

LINKS | Science

Shamrock Surprise

- Have students research the shamrock and share what they learn about the plant.
- Some students may have the plant confused with clover, a smaller and more common plant that resembles the shamrock.
- Encourage them to find and share pictures of the shamrock plant or, if possible, bring in an actual plant.
- Have them report as well on the symbolic importance of the shamrock on St. Patrick's Day.

MUSIC SKILLS | Guitar VIRTUAL FRETTED INSTRUMENTS | Strings (Bass, Guitar, Banjo, Ukulele): Interactive

Guitar

1. Invite students to accompany "St.



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

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

Objectives:

- Read syncopated rhythms.

Lesson / Instruction

Singing (harmonizing)

READ | Do Lord

CONCEPT OVERVIEW |

S2U3L5: Syncopation

- Give students an overview of the lesson.

ACTIVITY | S2U3L5:

Syncopated Rhythms: Interactive

Have students:

1. Read about syncopated rhythms, clapping the _____ and the new pattern that is created after the tie is added.
2. Echo-clap the four syncopated rhythm patterns.

SONG ANTHOLOGY |

Grade 6: Interactive

Have students:

1. Identify which rhythm patterns are in the song. (Use **Song Anthology p. 67** to see the complete song.) (2, 3)
2. Identify the names of all the rhythms. (*eighth, quarter, paired eighths, half, dotted quarter, whole*)
3. Sight-read and clap the rhythm of the song with syllables of your choice then with the words.

PITCH SOUNDS AND

SYMBOLS: Interactive

- Patrick's Day" using the chords in the song notation.
2. Have them play on each beat, repeating the chord from one measure to the next until the notation shows a different chord.
 3. They may use A7 whenever A is shown. Chord roots might be played on the bass.



Have students review the pitches in G major and hand signs, if needed. (Set up Pitch Sounds and Symbols in G major.)

Have students:

1. Identify do and the starting pitch of "Do Lord." (G; so or D')
2. Read the song with pitch syllables and hand signs then with the words.

COMPARE | Rhythms in Two Songs

iSONG | Cape Cod Chantey

1. Have students review "Cape Cod Chantey" and read and clap the rhythm of m.7 of the melody (*bound for Aus-*).
2. Ask them to compare that rhythm pattern to the _____ rhythms found in "Do Lord."
 - The pattern is also syncopated; the notation is augmented, which means the note values are doubled.)

iSONG | Do Lord: Interactive

Have students:

1. Listen to the recording of "Do Lord."
2. Sing "Do Lord" with the recording.
3. Sing "Do Lord" with the recorded accompaniment

SOM G6 | ASL Do Lord

Instruction: Video

SOM G6 | ASL Do Lord

Demo: Video

RESOURCE MASTERS |

Grade 6: Document

(Optional:)

- Use the videos of the Sign Language for "Do Lord" (Instruction and Demo) or **Resource Master S•7 p. 185** to teach students American Sign Language for "Do Lord."

MUSIC SKILLS | Rhythm.

Guitar, Notate, Orff

RESOURCE MASTERS |

Grade 6: Document

Rhythm

1. Use **Resource Master R•10 p. 118** for practice with syncopation. The **Answer Key is on p. 198.**
2. Distribute a copy of the worksheet to each student in your class.



3. Students may work independently or in small groups to complete the page.

GUITAR | Grades 6-8:

Documents

Guitar

1. Use **Guitar G•16 p. 40-41** to play "Do Lord" on guitar.
2. The accompaniment includes a swing-beat strum pattern and the chords G, D, C, Am, B7, Em, D7.

ACTIVITY | Staff Paper |

Four 5-line Staves:

Interactive

Notate

1. Have student write the rhythm of the last two lines of "Do Lord" from dictation.
2. Have them notice that the rhythm for the first three lines is the same.
3. Clap the rhythm of the song from memory.

ORFF

ORCHESTRATIONS |

Grade 6: Document

Orff

- Use **Orff Orchestration O•20 p. 85** for an accompaniment to "Do Lord."