



Monday 03/25/2024

**Breakfast Duty 8:00am - 8:30am**

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

**Practice for Spring Concert**

**Standards**

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
- MU:Cr2.1.8a** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
- MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
- MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
- MU:Cr3.2.8a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
- MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
- MU:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.



- MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.
- MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- MU:Re7.1** Select - Choose music appropriate for a specific purpose or context.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.
- 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.
- 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 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**

**Individual and Group Performances**

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



### Practice for the Spring Concert "From My Hear to Your Heart" - Singing

#### Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr2.1.PreKa** With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).
- MU:Cr2.1.PreKb** With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.
- MU:Pr4.2.PreKa** With substantial guidance, explore and demonstrate awareness of musical contrasts.
- MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.
- MU:Pr4.3.PreKa** With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Pr5.1.PreKb** With substantial guidance, apply personal, peer, and teacher feedback to refine performances.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr6.1.PreKa** With substantial guidance, perform music with expression.
- MU:Re7.2.PreKa** With substantial guidance, explore musical contrasts in music.
- MU:Re8.1** Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.
- MU:Re8.1.PreKa** With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

#### 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 will:

1. **Learn and practice** "From My Heart to Your Heart" Graduation Song for Kids by Jack Hartmann  
1. Link: <http://youtu.be/OFINq4LySwo?si=3hIY48oLyJFN59D7>
2. **Learn and practice** the actions in the song.  
1. Link: <http://youtu.be/OFINq4LySwo?si=3hIY48oLyJFN59D7>

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

### Practice for Spring Concert - "Can't Stop the Feeling" - Singing with Choreography

#### Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0.2a** 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:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- 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:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
- MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.
- MU:Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
- MU:Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.
- MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.
- MU:Pr6.1.2b Perform appropriately for the audience and purpose.
- MU: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:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
- MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.
- MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.

**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 will:**

- **Practice the choreography** for "Can't Stop the Feeling" - Music Express choreography Nachman Music
  - Link: <http://youtu.be/TgcwKrf8wHM?si=tRoKt7o-zfaKCOpA>
- **Learn the song** for "Can't Stop the Feeling" -
  - Words and Music by JUSTIN TIMBERLAKE, MAX MARTIN and SHELLBACK
- **Put it all together** for a complete song and dance routine

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

**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.
- 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.

**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. **Hand out** "Yankee Doodle" sheet music and recorder note reference sheets.
2. **Practice** each note in the song individually
3. **Begin practice** on the first line of the line.
4. **When competent, move to** additional lines of music as learned until reaching the end of the song.
5. 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.

Break 2:30pm - 2:45pm

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

**Practice for Spring Concert - (Song TBD) - Singing with Harmonizing**

**Standards**

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

**MU:Cn10.0.6a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

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

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

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

**MU:Re7.2.6a** Describe how the elements of music and expressive qualities relate to the structure of the pieces.

**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**



Grade 6 students will begin practice with harmony and vocal exercises to get ready for the song they will be performing for the Spring Program.

1. **Start by reviewing rounds** ("Row, Row, Row Your Boat") as an example of a simple way to sing harmony
2. **Play video** to demonstrate mixing melody and harmony together:
  1. JumpStart 2nd Grade (1996) - Melody & Harmony [Song] **1:03mins** <http://youtu.be/8LN0HFHT1-w?si=mJ0FygnmoC4Bxrv3>
3. **Play interactivier video** introducing students to harmony/vocal warm ups:
  1. <http://youtu.be/GBEWhbVINZk> **23:39mins**
4. **Harmonizing should be taught in this order:**
  1. **Part 1** learn 1-2 lines
  2. **Part 2** learn their notes for the same 1-2 lines
  3. **Part 1** learns the next 1-2 lines
  4. **Part 2** learns the next 1-2 lines
  5. **Part 1** sing the first and second set of lines in a row
  6. **Part 2** sing the first and second set of lines in a row
  7. **Continue on in the same fashion** until each part can sing the entire section independently (without the other part singing with them).

Possible songs to be choosen for Spring Program:

- "California Dreaming"
- "Sound of Silence"



Tuesday 03/26/2024

**Breakfast Duty 8:00am - 8:30am**

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

**Practice for Spring Concert**

**Standards**

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
- MU:Cr2.1.8a** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
- MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
- MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
- MU:Cr3.2.8a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
- MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
- MU:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.



- MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.
- MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- MU:Re7.1** Select - Choose music appropriate for a specific purpose or context.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.
- 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.
- 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 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**

**Individual and Group Performances**

1. 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.
  1. 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**

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



## RHYTHM ACTIVITIES #1

### Standards

- 2.1c Exhibit a variety of small motor skills.
- 2.1e Engage in self-help skills.
- 2.1f Perform increasingly more sophisticated actions requiring hand-eye coordination.
- 2.2a Exhibit physical reflexes in response to stimulation.
- 2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.
- 2.2c Use developing motor skills to move more independently.
- 2.2d Develop coordination to use motor skills with toys.
- 2.2e Demonstrate skills to move in the environment.
- 2.2f Refine motor coordination and skills to play with toys and people.
- 2.2g Demonstrate increased ability to use skills requiring balance.
- 2.2h Perform large motor movement alone or with others.
- 2.2i Manipulate objects with large muscles.
- 2.3a Respond to touch, movement, and sound.
- 2.3b Focus eyes on near and far objects.
- 2.3c Calm with assistance.
- 2.3f Demonstrate an awareness of her body in space.
- 2.3h Adapt movements to specific situations.
- 2.3i Demonstrate concepts through movement.
- 2.4a React to participation in daily routines.
- 2.4c Indicate needs and wants.
- 2.4d Take and interest in meeting physical needs.
- 2.4e Participate in healthy routines.
- 2.4f Communicate with an adult when not feeling well.
- 2.4g Participate in bathroom routines with growing independence.
- 2.6a Attempt new large and small motor activities.
- 2.6b Participate in simple movement games.
- 2.6c Initiate active play, exploration, and engagement with the environment.
- 2.6d Participate in simple games, dance, outdoor play, and other forms of movement.
- 2.6e Engage in activities requiring new skills, without adult assistance.
- 2.6f Participate in physically active games with peers.
- 2.6g Recognize the positive feelings experienced during and after physical activity.
- 2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.
- 2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.
- 2.7e Identify who has hurt or made him or her feel bad.
- 2.7d Recognize rules and follow basic safety instructions.
- 2.7f Understand and anticipate potential consequences of disregarding rules.
- 2.7g Recognize and describe the reasons for rules.
- 2.7h Make choices about behaviors or activities when presented with alternatives.
- 2.7i Control or appropriately express intense emotions most of the time.

### Objectives:

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



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

**Lesson / Instruction**

**Warm Up: (10 min)**

1. Go Fish (Card 9)

**Go Fitness:(10 min)**

1. Skitter Scatter (Card 13)
2. Musical Hoops (Card 65)

**Go Activity: Rhythm Activities (10 min) Materials:** Drum

1. Feel the Beat (Card 336)

**Cool-down: (5 min)**

1. Partner High 5 Together (Card 12)

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

**TENNIS - LESSON #1**

**Standards**

- 4.PE.1 Use a combination of motor skills to engage in a variety of activities.
- 4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.
- 4.PE.5 Discuss the importance of hydration and hydration choices relative to physical activities.
- 4.PE.6 Analyze opportunities for participating in physical activities outside health enhancement class.
- 4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.
- 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.
- 4.PE.16 Work safely with peers and equipment in physical activity settings.
- 4.PE.17 Examine the health benefits of participating in physical activity.
- 4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and
- 4.PE.19 Describe and compare the positive social interactions when engaged in partner, small-group, and large-group 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.

**4TH GRADE**

- Strike a small object back and forth with a partner using a paddle or racket
- Strike a small object using the backhand motion with a paddle or racket

**Lesson / Instruction**

**Technique/Teaching Cues**

The following cues will facilitate student success, reduce their risk of injury, and eliminate the development of improper habits. Some basic skills in tennis are the ready position, forehand stroke, backhand stroke, and volley.

- 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**
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.
2. **"Racket, across, down and back."** Racket head pulled across the body and extended back near the foot. a. 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. **"Like a knight."** 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 wrist firm and follow through in direction of ball placement.

**Safety Hints**

**Rackets present obvious safety considerations.**

- **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 polyspot** and to walk when retrieving stray balls.
- **Teach and practice a stop and start signal.**
- **Provide adequate space** for each student.
- **Prohibit excessive swinging.**

**GO ACTIVITY: Tennis: Skill Development Activities**

**NAME OF ACTIVITY: Singles (Individual Racket Skills) (CARD 560 – 561)**

**EQUIPMENT:** plastic paddle or tennis racket, tennis ball, beanbag, and polyspot for each student

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

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

**ORGANIZATION:**

1. Students are scattered, each with a racket and tennis ball.
2. Or use grid formation (see [card 626](#)).

**DESCRIPTION:**

Use the following cues to help students concentrate on proper racket grip and control:

**Grip** - "Shake hands"

- **Forehand Grip** - "Palm Up"
- **Backhand Grip** - "Knuckles Up"

**Racket Control** - "Firm wrist" and "Flat paddle"

**A. Pancakes**

- Students pretend to be chefs; the racket is a frying pan.
- Students will "cook pancakes" (the beanbag).
- Using the forehand "palm up," balance the beanbag in the middle of the racket and "sizzle" the pancake by gently moving the racket back and forth.
- Next, "sauté" the pancake by moving it all around the racket.
- Finally, "flip" the pancake - gently toss the pancake in the air and catch it in the frying pan.
- Cook till golden brown.

**NOW TRY THIS:**

1. Repeat the activity using the backhand "knuckles up" grip.
2. Toss the beanbag in the air and catch it with the other side of the racket.
3. Challenge: use a tennis ball instead of a beanbag.

**B. Spot Toss**

- Students stand 2-3 steps away from their polyspot.
- Using the forehand grip, balance the beanbag on the racket, and toss the beanbag to the polyspot.
- Pretend the chefs are tossing the cooked pancake to a plate.
- Credit one point if any part of the beanbag is touching the polyspot.
- After every 3 points, 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 toss the beanbag while standing sideways to the polyspot.

**C. Drop, Bounce & Balance**



- Using the forehand grip, balance the ball on the racket.
- Let the ball drop and bounce.
- Catch and balance the ball when it rebounds from the floor.
- Having the students say, "Drop, Bounce, Balance," will help them concentrate on the task.
- 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.

**D. Just Bump It Up**

- Hold the ball in the non-racket hand.
- Using the forehand grip, drop the ball from head height and try to strike it so it goes straight up.
- Catch the ball. When comfortable with single strikes, attempt to continually bump the ball up.
- Students should discontinue striking if they stray from their personal space and resume striking only when they have returned to their polypot.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Have students establish and subsequently break a personal record for consecutive bumps.
3. Challenge students to strike the ball on the side of their body and not directly in front.

**E. Flip Flops**

1. Strike the ball up using one side of the racket. "Flip-flop" the racket between strikes.

NOW TRY THIS:

- Over the Rainbow challenge students to bump the ball in an arch over the head from one side of the body to the other.

**F. Just Bump It Down**

1. Dribble the ball down with the paddle.
2. Encourage students to try to keep the ball from bouncing higher than the waist.
3. Count how many consecutive "downs" can be done without a miss.

NOW TRY THIS:

- Spelling Challenges - each time the paddle strikes the ball, say one letter of a word.
- Students start spelling the word over if they miss the ball. C
- Challenge students to walk around their polypot while dribbling the ball down.

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

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

**TENNIS - LESSON #1**

**Standards**

- 3.PE.1** Perform a combination of motor skills in various contexts.
- 3.PE.3** Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.
- 3.PE.4** Recognize the concept of open space in movement context.
- 3.PE.6** Chart participation in physical activities outside health enhancement class.
- 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 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
- 3.PE.19** Describe the positive social interactions that come when engaged with others in physical activity.

**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.

**3RD GRADE**

- Bounce and strike a small object using a paddle/racket
- Continuously strike a ball upward with a paddle/racket

**Lesson / Instruction**

**Technique/Teaching Cues**



The following cues will facilitate student success, reduce their risk of injury, and eliminate the development of improper habits. Some basic skills in tennis are the ready position, forehand stroke, backhand stroke, and volley.

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**

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.
2. "**Racket, across, down and back.**" Racket head pulled across the body and extended back near the foot. a. 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. "**Like a knight.**" 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 wrist firm and follow through in direction of ball placement.

**Safety Hints**

**Rackets present obvious safety considerations.**

- 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 polypot and to walk when retrieving stray balls.
- Teach and practice a stop and start signal.
- Provide adequate space for each student.
- Prohibit excessive swinging.

**GO ACTIVITY: Tennis: Skill Development Activities**

**NAME OF ACTIVITY: Singles (Individual Racket Skills) (CARD 560 – 561)**

**EQUIPMENT:** plastic paddle or tennis racket, tennis ball, beanbag, and polypot for each student

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

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

**ORGANIZATION:**

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

**DESCRIPTION:**

Use the following cues to help students concentrate on proper racket grip and control:

**Grip - "Shake hands"**

- **Forehand Grip** - "Palm Up"
- **Backhand Grip** - "Knuckles Up"

**Racket Control** - "Firm wrist" and "Flat paddle"

**A. Pancakes**

- Students pretend to be chefs; the racket is a frying pan.
- Students will "cook pancakes" (the beanbag).
- Using the forehand "palm up," balance the beanbag in the middle of the racket and "sizzle" the pancake by gently moving the racket back and forth.
- Next, "sauté" the pancake by moving it all around the racket.



- Finally, "flip" the pancake - gently toss the pancake in the air and catch it in the frying pan.
- Cook till golden brown.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Toss the beanbag in the air and catch it with the other side of the racket.
3. Challenge: use a tennis ball instead of a beanbag.

**B. Spot Toss**

- Students stand 2-3 steps away from their polyspot.
- Using the forehand grip, balance the beanbag on the racket, and toss the beanbag to the polyspot.
- Pretend the chefs are tossing the cooked pancake to a plate.
- Credit one point if any part of the beanbag is touching the polyspot.
- After every 3 points, 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 toss the beanbag while standing sideways to the polyspot.

**C. Drop, Bounce & Balance**

- Using the forehand grip, balance the ball on the racket.
- Let the ball drop and bounce.
- Catch and balance the ball when it rebounds from the floor.
- Having the students say, "Drop, Bounce, Balance," will help them concentrate on the task.
- 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.

**D. Just Bump It Up**

- Hold the ball in the non-racket hand.
- Using the forehand grip, drop the ball from head height and try to strike it so it goes straight up.
- Catch the ball. When comfortable with single strikes, attempt to continually bump the ball up.
- Students should discontinue striking if they stray from their personal space and resume striking only when they have returned to their polyspot.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Have students establish and subsequently break a personal record for consecutive bumps.
3. Challenge students to strike the ball on the side of their body and not directly in front.

**E. Flip Flops**

1. Strike the ball up using one side of the racket. "Flip-flop" the racket between strikes.

NOW TRY THIS:

- Over the Rainbow challenge students to bump the ball in an arch over the head from one side of the body to the other.

**F. Just Bump It Down**

1. Dribble the ball down with the paddle.
2. Encourage students to try to keep the ball from bouncing higher than the waist.
3. Count how many consecutive "downs" can be done without a miss.

NOW TRY THIS:

- Spelling Challenges - each time the paddle strikes the ball, say one letter of a word.
- Students start spelling the word over if they miss the ball. C
- Challenge students to walk around their polyspot while dribbling the ball down.



Wednesday 03/27/2024

**Breakfast Duty 8:00am - 8:30am**

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

**Practice for Spring Concert**

**Standards**

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
- MU:Cr2.1.8a** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
- MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
- MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
- MU:Cr3.2.8a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
- MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
- MU:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.



- MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.
- MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- MU:Re7.1** Select - Choose music appropriate for a specific purpose or context.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.
- 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.
- 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 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**

**Individual and Group Performances**

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



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

#### 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.
- 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, 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.

#### 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=AMgAEZ0lQlpVP7j>
  2. Practice Lyrics first
2. **Learn and practice** "Ready to Go!" 2023 Choreography: Music with Mrs. Walker
  1. Link: <http://youtu.be/H7NQnGUSW1s?si=EMuMem1QuPY66lVj>

**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.
- 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.
- 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 #1**

**Standards**

- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.3** Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures.
- 5.PE.4** Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.
- 5.PE.6** Chart and analyze fitness benefits of physical activity outside health enhancement class.
- 5.PE.7** Actively participate in all activities of health enhancement class.
- 5.PE.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 cooperative and collaborative movement projects.
- 5.PE.16** Apply safety principles with physical activities.



**5.PE.19** Analyze the social benefits gained from participating in physical activity.

**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.

**5TH GRADE**

- Strike a self-dropped ball with a racket over a low net
- Strike a rebounding ball from the wall with a paddle/racket
- Use a paddle or racket in a small group game

**Lesson / Instruction**

**Technique/Teaching Cues**

The following cues will facilitate student success, reduce their risk of injury, and eliminate the development of improper habits. Some basic skills in tennis are the ready position, forehand stroke, backhand stroke, and volley.

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**

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.
2. "**Racket, across, down and back.**" Racket head pulled across the body and extended back near the foot.

a. 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. "**Like a knight.**" 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 wrist firm and follow through in direction of ball placement.

**Safety Hints**

**Rackets present obvious safety considerations.**

- **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 polyspot** and to walk when retrieving stray balls.
- **Teach and practice a stop and start signal.**
- **Provide adequate space** for each student.
- **Prohibit excessive swinging.**

**GO ACTIVITY: Tennis: Skill Development Activities**

**NAME OF ACTIVITY: Singles (Individual Racket Skills) (CARD 560 – 561)**

**EQUIPMENT:** plastic paddle or tennis racket, tennis ball, beanbag, and polyspot for each student

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

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

**ORGANIZATION:**

1. Students are scattered, each with a racket and tennis ball.
2. Or use grid formation (see [card 626](#)).

**DESCRIPTION:**



Use the following cues to help students concentrate on proper racket grip and control:

**Grip - "Shake hands"**

- **Forehand Grip** - "Palm Up"
- **Backhand Grip** - "Knuckles Up"

**Racket Control** - "Firm wrist" and "Flat paddle"

**A. Pancakes**

- Students pretend to be chefs; the racket is a frying pan.
- Students will "cook pancakes" (the beanbag).
- Using the forehand "palm up," balance the beanbag in the middle of the racket and "sizzle" the pancake by gently moving the racket back and forth.
- Next, "sauté" the pancake by moving it all around the racket.
- Finally, "flip" the pancake - gently toss the pancake in the air and catch it in the frying pan.
- Cook till golden brown.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Toss the beanbag in the air and catch it with the other side of the racket.
3. Challenge: use a tennis ball instead of a beanbag.

**B. Spot Toss**

- Students stand 2-3 steps away from their polypot.
- Using the forehand grip, balance the beanbag on the racket, and toss the beanbag to the polypot.
- Pretend the chefs are tossing the cooked pancake to a plate.
- Credit one point if any part of the beanbag is touching the polypot.
- After every 3 points, 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 toss the beanbag while standing sideways to the polypot.

**C. Drop, Bounce & Balance**

- Using the forehand grip, balance the ball on the racket.
- Let the ball drop and bounce.
- Catch and balance the ball when it rebounds from the floor.
- Having the students say, "Drop, Bounce, Balance," will help them concentrate on the task.
- 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.

**D. Just Bump It Up**

- Hold the ball in the non-racket hand.
- Using the forehand grip, drop the ball from head height and try to strike it so it goes straight up.
- Catch the ball. When comfortable with single strikes, attempt to continually bump the ball up.
- Students should discontinue striking if they stray from their personal space and resume striking only when they have returned to their polypot.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Have students establish and subsequently break a personal record for consecutive bumps.
3. Challenge students to strike the ball on the side of their body and not directly in front.

**E. Flip Flops**

1. Strike the ball up using one side of the racket. "Flip-flop" the racket between strikes.

NOW TRY THIS:

- Over the Rainbow challenge students to bump the ball in an arch over the head from one side of the body to the other.

**F. Just Bump It Down**

1. Dribble the ball down with the paddle.
2. Encourage students to try to keep the ball from bouncing higher than the waist.
3. Count how many consecutive "downs" can be done without a miss.

NOW TRY THIS:

- Spelling Challenges - each time the paddle strikes the ball, say one letter of a word.
- Students start spelling the word over if they miss the ball. C
- Challenge students to walk around their polypot while dribbling the ball down.

Break 2:30pm - 2:45pm

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

**Practice for Spring Concert - (Song TDB) - Singing with Harmonizing**

**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:Cr1.1.6a** Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- MU:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.
- 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:Pr4.2.6b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- MU:Pr6.1.6a** Perform the music with technical accuracy to convey the creator's intent.
- MU:Re7.1** Select - Choose music appropriate for a specific purpose or context.
- 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: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**

**Rhythm and Beat:**

1. Start with explaining that the rhythm (melody) and beat are going to be separated (part work).

**General Idea:**

1. Split the class in 1/2
2. Have 1/2 keep a steady beat by touching shoulders
3. Have the other 1/2 clap and talk the rhythm (melody)

*Ostinatos can be rhythmic or melodic. Start with the rhythmic first.*

**Rhythmic Ostinato:**

1. Teacher vs. Class:
  1. Start with the teacher talking the rhythmic ostinato (a small fragment of the song or perhaps a sound effect) while students sing the melody
2. Teacher w/Small Group vs. Large Group: (rest of the class):
  1. Teacher tags a few student to join the teacher as the rest continue to sing the melody.
3. 1/2 Class vs. Other 1/2:
  1. Finally, have 1/2 the class sing the melody
  2. Have the other 1/2 sing the rhythmic ostinato

**NOTE:** *If students are relying on the teacher to hold the parts together, the class is not ready and more practice is needed to move forward with additional parts work.*

**Melodic Ostinato:**

1. Show students (this part of the) video so they understand how the **2-part melodic osinato** should sound:
  - (Start @ 6:52) *Steps to Singing Harmony in Elementary General Music* YouTube-Victoria Boler-Apr 17, 2022 <http://youtu.be/s53mQNrzkW8>
2. Show students (this part of the) video so they understand how the **4-part melodic osinato** should sound:
  - (Start @ 8:44) *Steps to Singing Harmony in Elementary General Music* YouTube-Victoria Boler-Apr 17, 2022 <http://youtu.be/s53mQNrzkW8>

**Two-Part Harmony:**

1. Form 2 circles
2. Each circle talks/sings their part. The group keeps them together without interference from the other group.

**Keep Practicing:**

1. As students improve they can begin to sing together as they would on stage.
2. Show student the 4-Part harmony of "Frère Jacques" in 2 Parts:
  1. [http://youtu.be/5qZSUAYUnew?si=0\\_v0ooeM0KKEHv4N](http://youtu.be/5qZSUAYUnew?si=0_v0ooeM0KKEHv4N)
3. **Goal:** Decide on final song and practice!



Thursday 03/28/2024

**Breakfast Duty 8:00am - 8:30am**

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

**Practice for Spring Concert**

**Standards**

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
- MU:Cr2.1.8a** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
- MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
- MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
- MU:Cr3.2.8a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
- MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
- MU:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.



- MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.
- MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- MU:Re7.1** Select - Choose music appropriate for a specific purpose or context.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.
- 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.
- 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 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**

**Individual and Group Performances**

1. 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.
  1. 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**

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



## RHYTHM ACTIVITIES #1

### Standards

- 1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.3 Move in self-space.
- 1.PE.4 Differentiate between fast and slow speeds, strong and light force.
- 1.PE.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.15 Discuss ways to accept other's ideas, cultural diversity, and body types.
- 1.PE.17 Identify physical activity as a component of good health.
- 1.PE.18 Understand that challenges in physical activities can lead to success; and

### 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

#### Warm Up: (10 min)

1. Go Fish (Card 9)

#### Go Fitter:(10 min)

1. Skitter Scatter (Card 13)
2. Musical Hoops (Card 65)

#### Go Activity: Rhythm Activities (10 min) Materials: Drum

1. Feel the Beat (Card 336)

#### Cool-down: (5 min)

1. Partner High 5 Together (Card 12)

## 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.
- 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 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, 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. **Hand out** "Cape Cod Chantey" sheet music.
2. **Begin practice** on the first line of the line.
3. **Have each instrument practice** their notes on their own for 10-15 mins
4. **Each player will play** what they have learned with the class.
5. **When each player is competent**, move same instrument students together to practice playing until reaching the end of the song.
6. **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, 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 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, 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**

*This will be an introduction to ukulele playing for this grade.*

**Bell Ringer**

1. Play "Edelweiss" on the ukulele and tell students that this is the song they are going to perform for the concert.

**Lesson Beginning**

1. Begin the lesson by showing students the *Kalani* video which explains the basic setup and knowledge of the ukulele students will need to know going forward.
2. Give each student a ukulele when the video get to the part where he starts the strumming practice
  - **Note:** Explain the proper care of the ukulele before handing them out
    - No storing pick in the strings
    - No touching the tuning keys (yet)

**Practice With The Ukulele**

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



Friday 03/29/2024

**Breakfast Duty 8:00am - 8:30am**

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

**Practice for Spring Concert**

**Standards**

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

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

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

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

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

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

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

**MU:Cr2.1.8a** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

**MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

**MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

**MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

**MU:Cr3.2.8a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

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

**MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

**MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

**MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

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

**MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

**MU:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

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

**MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

**MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.



- MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.
- MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- MU:Re7.1** Select - Choose music appropriate for a specific purpose or context.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.
- 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.
- 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 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**

**Individual and Group Performances**

1. 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.
  1. 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**



## Practice for Spring Concert - "Twinkle Twinkle Little Star" - Boomwackers

### 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: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 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.
- 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** "Twinkle Twinkle Little Star" - BOOMWHACKERS Play Along Boomy Tunes
  - Link: <http://youtu.be/kX8hFOAFEPs?si=g3MGqeOih9nDFRjc>
- 1. First, students will be shown the video they are to mimic and teacher will answer any questions students may have about playing said video with the boomwackers.
- 2. Next, teacher will introduce boomwackers and explain that each boomwacker makes a noise in a certain key.
- 3. Also explained, will be how to play a boomwacker (there are many different ways).
- 4. All of the notes for "Twinkle, Twinkle, Little Star" will need to be selected before they can be handed out to students.
  - 1. This is an excellent opportunity to show students the C Major scale, as the boomwackers will be arranged in that order.
  - 2. Students can be asked questions about which note comes next.
  - 3. Students can be shown that they are 8 notes in a scale, etc.
- 5. Next, students will be assigned a boomwacker in a particular pitch. (Note that students will always play that boomwacker in that pitch going forward.)
- 6. Finally, students will be seated in two rows where they can all see the Smart Board.
- 7. Students will try and play the song for the first time (teacher should record the ensemble for later reference so they can see how far they have come).

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

### RHYTHM ACTIVITIES #1

#### Standards

- K.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills.
- K.PE.3** Move in different pathways, general space with different speeds, and in personal space to a rhythm.
- K.PE.5** Identify active play opportunities outside health enhancement class.
- K.PE.6** Actively participate in health enhancement class.
- K.PE.7** Recognize that physical activity causes physical changes.
- K.PE.8** Practice warm-up and cool-down activities relative to vigorous physical activity.



- K.PE.9** Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).
- K.PE.10** Acknowledge responsibility for behavior when prompted.
- K.PE.11** Follow instruction and direction when prompted.
- K.PE.12** Recognize the established protocol for class activities.
- K.PE.13** Share equipment and space with others.
- K.PE.14** Recognize differences in ideas, cultures, and body types.
- K.PE.15** Follow teacher directions for safe participation and proper use of equipment with minimal reminders.
- K.PE.16** Understand that physical activity is important for good health.
- K.PE.17** Acknowledge that some physical activities are challenging or difficult; and
- K.PE.18** Identify physical activities that result in a positive personal experience while playing with friends.

**Objectives:**

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

**Lesson / Instruction**

**Warm Up: (10 min)**

1. Go Fish (Card 9)

**Go Fitness:(10 min)**

1. Skitter Scatter (Card 13)
2. Musical Hoops (Card 65)

**Go Activity: Rhythm Activities (10 min) Materials:** Drum

1. Feel the Beat (Card 336)

**Cool-down: (5 min)**

1. Partner High 5 Together (Card 12)

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

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

**RHYTHM ACTIVITIES #1**

**Standards**

- 2.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.
- 2.PE.2** Perform rhythmic activity with correct response to simple rhythms.
- 2.PE.4** Combine locomotor skills in general space to a rhythm or 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.9** Describe warm-up and cool-down activities related to vigorous physical activity.
- 2.PE.10** Practice skills with minimal teacher prompting.
- 2.PE.11** Accept responsibility for class protocols with behavior and performance actions.
- 2.PE.12** Accept specific corrective feedback from a teacher.
- 2.PE.13** Recognize the role of rules and etiquette in teacher-designed physical activities.
- 2.PE.14** Work independently with others in partner environments.
- 2.PE.15** Recognize ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 2.PE.16** Work independently and safely in physical activity settings.
- 2.PE.18** Compare physical activities that bring confidence and challenges; and
- 2.PE.19** Discuss positive results gained from participating in physical activities with others.

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- Develop rhythmic movement skills
- Develop cardiovascular fitness



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

**Lesson / Instruction**

**Warm Up: (10 min)**

1. Go Fish (Card 9)

**Go Fitness:(10 min)**

1. Skitter Scatter (Card 13)
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