



Monday 03/04/2024	Tuesday 03/05/2024	Wednesday 03/06/2024	Thursday 03/07/2024	Friday 03/08/2024
Big Sky Fit Kids Contest	Big Sky Fit Kids Contest	Big Sky Fit Kids Contest	Big Sky Fit Kids Contest	Big Sky Fit Kids Contest
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am
Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am
Song Writing	Song Writing	Song Writing	Song Writing	Song Writing
Standards <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p>MU:Cr1.1.8a Generate rhythmic, melodic</p>	Standards <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p>MU:Cr1.1.8a Generate rhythmic, melodic</p>	Standards <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p>MU:Cr1.1.8a Generate rhythmic, melodic</p>	Standards <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p>MU:Cr1.1.8a Generate rhythmic, melodic</p>	Standards <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p>MU:Cr1.1.8a Generate rhythmic, melodic</p>



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

and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

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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

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

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

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

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

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

MU:Pr4.2.7b When analyzing selected music, read and identify by name or

phrases, and harmonic sequences.

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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.

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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

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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

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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:

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

Lesson / Instruction

1. **Students should be finishing** the music writing assignment due **Monday, March 11, 2024**.
 1. Recording of final project and self assessment is required for completion.
2. **When the music writing assignment is complete** students are to select an instrument and an instruction book for their chosen instrument, and begin to research song choices to play for the upcoming Spring Concert/Musical.
 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 11, 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

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2. **When the music writing assignment is complete** students are to select an instrument and an instruction book for their chosen instrument, and begin to research song choices to play for the upcoming Spring Concert/Musical.
 1. Song choices must be approved and school appropriate.

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Prep 9:33am - 11:20am



Lunch 11:20am - 12:12pm

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

Grade PreK | Spotlight on Music: Unit 3: Families: Lesson 1: Songs Can Be Sung in Order

Standards

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

MU:Cr1.1.PreKa With substantial guidance, explore and experience a variety of music.

MU:Cr2.1.PreKa With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

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

MU:Cr3.1.PreKa With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

MU:Cr3.2.PreKa With substantial guidance, share revised personal

Lunch 11:20am - 12:12pm

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

Dribbling & Passing (hands) Activities

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.

Lunch 11:20am - 12:12pm

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

Grade K | Spotlight on Music: Section 2: Unit 1: Lesson 1: Practice with the Steady Beat

Standards

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

Objectives:
• Keep a steady beat.
Concept:
• Rhythm

Lesson / Instruction

SING | Put Your Finger in the Air

CONCEPT OVERVIEW | S2U1L1: Practice with the Steady Beat: Interactive

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

iSONG | Put Your Finger in the Air: Interactive

Have children:
• Identify the parts of the body named in the song as you point to them. (finger, head, nose, chin, cheek)
• Listen to "Put Your Finger in the Air" and act out the directions with you.

Lunch 11:20am - 12:12pm

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

Dribbling & Passing (hands) Activities

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

Lunch 11:20am - 12:12pm

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

Grade 1 | Spotlight on Music: Section 2: Unit 1: Lesson 1: Keep the Beat

Standards

MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

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

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

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



musical ideas with peers.
MU:Pr4.1.PreKa With substantial guidance, demonstrate and state preference for varied musical selections.

MU:Re7.2.PreKa With substantial guidance, explore musical contrasts in music.

Concept:

- Form

Objectives:

- Children will identify the sequence of verses in a song.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U3L1: Songs Can Be Sung in Order: Interactive

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

POETRY | S1U3L1:

Saturday Is Car

Day: Interactive

- Read aloud the rhyme to the children.

LET'S BEGIN | Saturday Is Car Day

ACTIVITY | S1U3L1:

Saturday Fun!: Interactive

Where shall we go?

Choose the place.

Say the rhyme.

- Display the interactive slide and invite children to select a place they would like to go in the car, from the images shown: playground, birthday party, zoo, grocery store, circus, or aquarium.
- Ask a volunteer to click and drop the tile in the target area.
- Replace the second line of the rhyme with this line: *We went to* (name of place).
- Continue adding names of places in cumulative order each time you repeat the rhyme.
- Then say with children the new rhyme, pointing to the pictures in order.

LINKS | Art

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.

- Review the words of the song and sing it with actions.

MUSIC SKILLS | Create

- Have children create new verses by choosing other parts of the body or other objects in the room for additional lyrics.
- You supply the rhyming words until the children are able to do so, then sing the new verses together.

REACHING ALL LEARNERS | English Language Learners

- English language Learners
 - Invite children who speak other languages to teach their classmates words for different parts of the body in another language. (For example, eyes, nose, or hand.)
 - Use these new words to replace finger in the first verse of "Put Your Finger in the Air" and sing the song together with the corresponding actions.

MOVE | Put Your Finger in the Air

ACTIVITY | S2U1L1:

Sequence of Verses:

Interactive

Sing along!

Follow the movements.

- Invite children to sing the song again and imitate you as you perform each of the actions of the song to a steady beat.
 - For example: wave finger in the air on each beat of the first verse.
 - You may wish to use the slide and point to the pictures instead of performing the actions.

ACTIVITY | S2U1L1:

Practice with the Steady Beat: Interactive

Have children:

- Listen as you point to the beat bars and explain that the beat is the steady pulse in a song.
- Explain that in this song the beats are grouped in four and this four-beat pattern repeats over and over until the end of the song.
- Sing and point to the beat bars on the slide for each beat. (Start on

diversity, and body types.

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

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

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

Basic Skills:

1. **Dribbling:** Using 1 hand to repeatedly bounce the ball
2. **Passing:** Throwing the ball to another player
 - Chest Pass
 - Bounce Pass
 - Overhead Pass
3. **Catching:** Receiving the ball

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

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:

- Move to a steady beat.

Concept:

- Rhythm

Lesson / Instruction

LISTEN / SING | Hello

There!

CONCEPT OVERVIEW | S2U1L1: Keep the Beat: Interactive

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

iSONG | Hello, There!: Interactive

- Preview the interactive song.

iLISTENING MAP | Steady Beat Hands for Hello, There!: Interactive

- Have children listen to "Hello There!" and pat with the steady beat.
- Ask them to tap the hand pictures on the beat, echoing you as they sing the song.

LISTEN / SING | Echo

Call and Response with Jambo

iSONG | Jambo (Hello): Interactive

Name the two kinds of voices you hear. What kind of voice sings the call?

What kind of voice sings the response, or echo?

- Preview the interactive song.
- Play the recording and ask children to describe the different voices.
- Help them to understand that the solo call is an adult



Different Kinds of Families

Materials: drawing paper, crayons or markers

- Talking about families can help children learn more about their world as well as understand and accept individual differences.
- Tell children about the family you grew up in or the family you have now.
- Encourage children to tell you about their family. You may wish to ask children questions such as:
 - Who are the people in your family?
 - What are their names?
 - What are some of the special things you do with your family?
- Encourage each child to draw a picture of his or her family.
 - Note that even very young children may be able to "draw" people with scribbles or circles.
 - Bear in mind that some children may live with one parent, a guardian, or a relative.
- Ask each child to tell you about the people in the picture, and write his or her words next to the drawing.

LINKS | Art Gallery

ART GALLERY | Cradle:

Interactive

- Display the slide and invite children to describe the picture. (a cradle)
- Explain to children that the cradle was made long ago in a faraway land.
- Guide children to notice the details in the wood and to talk about the differences and similarities with baby cradles they have seen.

LISTEN | Hush, Little

Baby

ACTIVITY | S1U3L1:

Hush, Little

Baby: Interactive

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
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness

the word finger, the first beat of Verse 1.

PLAY | The Beat

- Have children take turns tapping to the beat on unpitched rhythm instruments as the class sings the song.

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

Grade 5 | Spotlight on Music: Section 2: Unit 2: Lesson 6: Create a Rhythm Ostinato

Standards

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

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

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

MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

MU:Pr4.2.5b When analyzing selected

Go Fitness: Mighty Muscles: Strength

Activities (10 min)

Materials: Cones and Tape, Mats

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

Go Activity: Dribbling & Passing (hands)

Activities (10 min)

Materials: 3-8 small balls

1. "Look Mom, No Hands" (Card 226)

Go Activity: Dribbling & Passing (hands)

Activities (10 min)

Materials: 1 basketball per student, boundaries

1. "A, my name is ..." (Card 227)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

Grade 3 | Spotlight on Music: Section 2: Unit 1: Lesson 4: Practice Reading Pitches

Standards

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

Objectives:

- Read quarter notes, eighth-note pairs, and do-re-mi melodies.

Concept:

- Melody

Lesson / Instruction

READ | Who's That Yonder?

CONCEPT OVERVIEW | S2U1L4: Practice Reading Pitches: Interactive

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

ACTIVITY | S2U1L4: Reading Do, Re, and Mi: Interactive

Have students:

female voice and the group response, or echo, is sung by children's voices.

iLISTENING MAP | Steady Beat Hands for Jambo (Hello): Interactive

Have children:

- Listen to "Jambo" and pat with the steady beat.
- Tap the hand pictures as they sing the song.
- Sing with the recording, echoing the responses in call-and-response style.
- Identify again the two voice types used in the song as adult female voice and children's voices. (Assess whether children can identify them correctly and play the recording again for those who may still be unsure.)
- Pat to the beat in the instrumental sections.
- Discuss the purpose and examples of greeting songs, and draw conclusions about why the call and response form is used in greeting songs.

LISTEN | Steady Beat and Loud and Soft with "March"

iLISTENING MAP | March from Children's Games: Interactive

- Have children listen to "March" and tap the boot pictures with the steady beat.
- Play the recording again and ask children to pat knees with both hands, following you, the leader.
- Then have them pat different parts of their bodies during different sections of the piece (see the form diagram at the bottom of the slide)—head, shoulders, elbows, toes, cheeks, and so on. Model stepping in place with high knees during louder sections, and ask children to do the same.
- Assess children's ability to accurately recognize and move to the steady beat of the music.

The form of "March" follows.

- **A Section:** Soft, with occasional trumpet calls (24 measures)
- **B Section:** New melody in high register—no trumpet (5 measures)



Say: *Let's listen and rock our babies to "Hush, Little Baby."*

Have children:

- Listen to the audio as you point to the corresponding picture for each verse.
- Tell what presents "Papa" is going to bring. (mocking bird, diamond ring, looking glass, billy goat, horse and cart)
- Listen again, softly patting with the beat.

FIND | Songs Can Tell

Stories

ACTIVITY | S1U3L1:
Songs Can Be Sung in Order: **Interactive**

Think about the song "Hush, Little Baby."

Put the pictures in order to tell the story.

- Explain to children that songs can tell stories with a sequence of events.
- Display the interactive slide and guide children to notice that the pictures belong to the song "Hush, Little Baby," but they are not in order.
- Ask volunteers to drag the pictures to the target area to show the sequence of the verses and tell the story.
- Then invite children to sing the song.

TEACHER TO TEACHER

| Sequence of Events

Sequence of Events
Music, as organized sound, provides a natural medium for understanding sequence—a step that is crucial to literacy development.

LINKS | Reading

iSONG | Hush, Little Baby: Interactive
Sequencing with "Hush, Little Baby"

Materials: paper and crayons

Having children create actions and visual aids to represent key words in a song can facilitate their understanding of the sequence of a story line.

- After singing the song "Hush, Little Baby," encourage children to create actions to help

- Have fun being physically active

Basic Skills:

1. **Dribbling:** Using 1 hand to repeatedly bounce the ball
2. **Passing:** Throwing the ball to another player
 - Chest Pass
 - Bounce Pass
 - Overhead Pass
3. **Catching:** Receiving the ball

Lesson / Instruction

Warm Up: (10 min)

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 - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

Go Fitness: Mighty

Muscles: Strength

Activities (10 min)

Materials: Cones and Tape, Mats

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

Go Activity: Dribbling & Passing (hands)

Activities (10 min)

Materials: 3-8 small balls

1. "Look Mom, No Hands" (Card 226)

Go Activity: Dribbling & Passing (hands)

Activities (10 min)

Materials: 1 basketball per student, boundaries

1. "A, my name is ..." (Card 227)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

music, read and perform using standard notation.

MU:Re7.2.5a Demo

strate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Objectives:

- Create a rhythm ostinato with syncopation.

Concept:

- Rhythm

Lesson / Instruction

READ | Old Dan Tucker

CONCEPT OVERVIEW |

S2U2L6: Create a Rhythm

Ostinato: Interactive

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

ACTIVITY | S2U2L6:

Rhythm Ostinato:

Interactive

- Have students reproduce the three rhythm patterns by echo-clapping them.
- Then have them read and clap each pattern several times as you point to the patterns randomly. (They will create an ostinato later in the lesson.)

SONG ANTHOLOGY |

Grade 5: Document

ACTIVITY | Work Space:

Interactive

Have students:

- Refer to the notation of "Old Dan Tucker" on Song Anthology p. 184.
- Find the syncopated eighth-quarter-eighth pattern in the song. (Refrain: mm. 1, 5, 6)
- Note differences in where the syncopated pattern is used. (Refrain: m. 1, beats 1-2; mm. 5 and 6, beats 3-4)
- Find the and patterns. (Verse: m. 6, Refrain: m. 3; Refrain: mm. 2, 4, 8)
- Read the words to verse 1 in rhythm, patting to the beat.

- Review eighth-note pairs, quarter notes, and quarter rests.
- Read the rhythm using syllables of your choice for quarter notes and eighth-note pairs.
- Read the rhythm with pitch syllables.

SONG ANTHOLOGY |

Grade 3: Document

Have students:

- Refer to **Song Anthology p. 258** to clap the rhythm while saying the words of the song.
- Identify the pitches in the song, the position of do, the starting pitch, and the ending pitch. (do re mi; space 1; mi; do)
- Practice saying the pitch syllables in rhythm. Sing the song with hand signs and pitch syllables.

THINK! | S2U1L4:

Compare Song Measures:

Interactive

- Have students identify how the two lines of the song are alike and different.
 - *Both lines: have mi and do, quarter notes, a quarter rest.*
 - *Line 1: pitches move by skips; has no eighth notes.*
 - *Line 2: pitches move by steps or are repeated; has eighth notes.*

iSONG | Who's That

Yonder?: Interactive

- Have students listen to the recording.
- Ask students to sing the song with words. (Use the recorded accompaniment)

PLAY | Rhythm Pattern

PLAYALONG | Who's That

Yonder?: Interactive

Tell students they will perform a repeated part that goes with "Who's That Yonder?" The part is a rhythm that is found in the song.

Have students:

- Identify the rhythm notation for this pattern.
- Clap the rhythm of the words Must be the ()
- Transfer the ostinato to rhythm sticks or other wood instruments.
- Play on the last measure of each line as they sing the song.

VIRTUAL PERCUSSION |

Percussion (Drums, Bells,

- **C Section:** *Louder with canon-like entrances by strings moving from low to high registers (16 measures)*

- **Interlude:** *With trumpet calls (8 measures)*

- **B Section:** *Second melody again (5 measures)*

- **C Section:** *Loud—with trumpet calls (4 measures)*

- **Coda:** *Fading to the end—also with trumpet calls (8 measures)*

RESOURCE MASTERS |

Grade 1: Document

- Use **Resource Master R•1, p. 97** to talk about their favorite things in music class.

HISTORY AND CULTURE

| Georges Bizet

MEET THE MUSICIAN |

S2U1L1: Georges Bizet:

Interactive

- Born in Paris, France, Georges Bizet (1838–1875) was a piano prodigy and was admitted to the prestigious Paris Conservatory at the age of nine.
- By the time he was 17, he had composed his Symphony in C Major.
- Originally Children's Games was composed for two pianos.
- It is one of Bizet's most popular works.
- He also wrote several operas, orchestral works, piano pieces, and songs, but did not live to enjoy the tremendous success of his opera Carmen.

ADDITIONAL

RESOURCES

RESOURCE MASTERS |

Grade 1: Document

Additional Resources

- Use **Resource Masters R•26, R•27, R•28, R•29, R•30** as appropriate. These include Curwen Hand Signals, Pitch Ladder, Pitch Xylophone, Beat Bars, and Pitch Stairs.

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

Dribbling & Passing (hands) Activities

Standards

K.PE.3 Move in different pathways, general space with different speeds, and



tell the story. Have children sing the song again while performing the actions.

- Make a visual connection to the story by inviting children to create a story board for the class to use while singing the song. Give each child one verse to illustrate. Distribute paper and crayons and sing the song while children are drawing.

Note which children find the visual aids more helpful and which children find performing the actions more helpful in remembering the sequence.

LISTEN | London Bridge
iSONG | London Bridge: Interactive
ACTIVITY | Work Space: Interactive

Have children:

- Listen to the song.
- Describe the sequence of verses. (Optional: You may want to use the blank slide to draw simple cues for each verse.)
- Play the traditional game, walking to the beat.

MOVEMENT | London Bridge
Game: London Bridge
Formation: Two children form a two-handed arch to make the "bridge."

- Two children forming the "bridge" decide on a two-word team name such as silver/gold, oranges/lemons, salt/pepper, with one word secretly assigned to each child.
- The other children form a line to go under the arch.
- Children walk under the "bridge" in single file as they sing the song.
- On the word lady, the children forming the bridge drop their arms and catch the child passing under them at that time.
- The captured child is asked to choose between the two words that make up the team name.
- The child whose word is called out stands behind the team leader (the remaining "bridge" half).
- The new bridge team thinks up another two-word team name, with

Basketball Unit

Standards

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

3.PE.3 Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.

3.PE.4 Recognize the concept of open space in movement context.

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

3.PE.8 Describe the concept of physical fitness and provide examples of physical activity than enhance fitness.

3.PE.9 Recognize the importance of warm-up and cool-down activities 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.

Have students:

- Use the notation on **Song Anthology p. 184** again to identify do and name the pitches (G on line 2; D E G A B D')
- Pat to the beat and sing the song with pitch syllables.

iSONG | Old Dan Tucker: Interactive

Have students:

- Sing the words without, then with, the recording of "Old Dan Tucker," patting to the beat.
- Sing this folk song as a group again to develop a varied repertoire.

CREATE | Ostinato
ACTIVITY | S2U2L6: Rhythm Ostinato: Interactive
VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers): Interactive

- Ask students to create a rhythm ostinato with syncopation. Invite them to play it with "Old Dan Tucker" using unpitched instruments.

ACTIVITY | Work Space: Interactive

- Have students review syncopated and dotted patterns by echo-clapping the first two measures of the refrain. Then have them notate the rhythm in 4/4 meter.

MUSIC SKILLS | Notate.
Play
ACTIVITY | S2U2L6: Rhythm Dictation: Interactive

Notate

- Have students add an ostinato to "Old Dan Tucker."
- First, have the class echo-clap the two patterns below.
- Next, ask a volunteer to write the patterns on the slide with the open measures.
- Then have students play the patterns as ostinatos with the song: pattern 1 with the verse, pattern 2 with the refrain.

Pattern 1
4/4 Clap - Clap - Pat L - Pat R - Pat L - Pat R

Pattern 2
4/4 Clap - Pat L - Pat R - Clap - Pat R - Pat L - Pat R

Shakers, and Scrapers): Interactive

- You may wish to have some students use wood instruments in Virtual Percussion, such as claves or temple blocks.

MOVEMENT | Game "Who's That Yonder?"

- Have students form three groups to plan ways they could act out each verse.
- The groups then form around one student, who is designated "It."
- "It" sings the first four measures of each verse, pointing at one of the groups to come in for the last four measures as a surprise.
- That group sings while performing their action with the lyrics.
 - For variation, have students improvise new lyrics with additional colors and group actions.
 - Have the groups sing the entire song with hand signals and pitch syllables, with one group singing each mi, one singing each re, and one singing each do.

MUSIC SKILLS | Listen, Play
ACTIVITY | Vocal Ranges: Interactive

Listen

- Have students listen for the background singers in the recording of "Who's That Yonder?" Guide students to realize that they heard an adult chorus with men and women singing.
- Explain that adult voices are labeled according to their range. The four vocal parts are usually identified like this: soprano is the higher woman's voice, alto is the lower woman's voice, tenor is the higher man's voice, and bass is the lower man's voice.
- Have students observe the ranges and listen to the pitches on the slide. Point out that the lower sounds are notated on a staff with a bass clef. Guide students to identify both the treble and bass clefs on the slide. Then have them identify the clef that appears in most of the

in personal space to a rhythm.

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



one word secretly assigned to each child, and the game continues.

SING | London Bridge
London Bridge (Stereo Mix): **Audio**

Invite children to:

- Sing all verses of "London Bridge."
- Identify cue words for each verse. (bridge, iron bars, bend and break, needles and pins, rust and bend, silver and gold, I've not got)
- Describe the form of the story told in this song.

LINKS | Movement ACTIVITY | S1U3L5: Find a Friend: Interactive
[Look at the pictures of the game.](#)
[Describe the parts of the game.](#)

Friendship Shake
This activity can help children develop muscle control and speaking skills.

Have children:

- Mirror you as you model how to introduce yourself to someone new by shaking hands and exchanging names.
- Walk around the room to the steady beat as you sing "Find a Friend" sung to the melody of "London Bridge."
 - (You may want to clap or play the steady beat.)
Find a friend and go shake hands, go shake hands, go shake hands, Find a friend and go shake hands, at the count of five... 1, 2, 3, 4, 5.
- Locate a partner and shake hands as you count 1, 2, 3, 4, 5. (Let them count with you if they wish.)
- Encourage them to practice introducing themselves to their partner before trying the game again.)
- Invite children to create new verses such as Find a friend and blink your eyes or wiggle your nose.

Display the slide.

- Have children describe the pictures.
- Guide them to notice that the pictures represent the two parts

3.PE.14 Support and work cooperatively with others.

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

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

3.PE.17 Discuss the relationship between physical activity and good health.

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

3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

4th Grade:

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch a ball thrown by a partner
- Throw and move to catch an object in a small group keep-away situation

Lesson / Instruction

Procedures:

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretching

PLAYALONG | S2U2L6: Old Dan Tucker:

Interactive
VIRTUAL RECORDER | Recorder Fingerings: Interactive

Play

- Invite students to play along with the song using a recorder
- Use the recorder slide to review the fingerings for E G A B used in the Playalong.
 - Advanced recorder players might play the complete melody.

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

Play

- Have students play a G, C, D Virtual Guitar or Banjo chordal accompaniment to "Old Dan Tucker."
- Play on beats 1 and 3. Guitar students might play the chords on a real instrument.

HISTORY AND CULTURE | Lyrics

Lyrics

- Discuss with students the humorous lyrics of "Old Dan Tucker."
- Share with them the fact that this song, written in the 1800s, was one of Abraham Lincoln's personal favorites.

HISTORY AND CULTURE | Play Parties

Play Parties

- Tell students that "Old Dan Tucker" is known as a folk tune and play-party song. Other examples include "London Bridge" and "Skip to My Lou." Play parties were gatherings at which young adults met and socialized, especially in frontier and rural communities where dancing and musical instruments went against strict religious beliefs. Play-party songs have games or movement and can be sung without instrumental accompaniment. This allowed young people to have a good time without going to dances. Often based on children's game songs, play-party songs were passed along like other folk

songs they sing in this course. (treble)

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

Play

- Have students play "Who's That Yonder?" on mallet instruments.
 - Remove all bars but F G A.

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

Grade 4 | Spotlight on Music: Section 2: Unit 3: Lesson 1: A Game in a New Meter

Standards

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.

Objectives:

- Read a speech piece and play a hand game in six-eight meter.

Lesson / Instruction

READ | Rhythm Patterns CONCEPT OVERVIEW | S2U3L1: A Game in Six/Eight Meter: Interactive

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

ACTIVITY | S2U3L1: 6/8 and 2/dotted-quarter Meter: Interactive

Tell students they will learn a traditional Mexican children's game.

Have them:

- Read about 6/8 and 2/4 meter.
- Explain that the two-dotted quarter meter means two beats in a measure.
 - The six-eight meter is another way to write this meter.
 - The numbers mean there are six beats in a measure and the eighth note gets one beat.

challenging or difficult; and

K.PE.18 Identify physical activities that result in a positive personal experience while playing with friends.

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

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

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

Basic Skills:

1. **Dribbling:** Using 1 hand to repeatedly bounce the ball
2. **Passing:** Throwing the ball to another player
 - Chest Pass
 - Bounce Pass
 - Overhead Pass
3. **Catching:** Receiving the ball

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
 - Front of thighs - Reach back to grab



or sections of the movement they just did—finding a friend and doing something with the friend.

- Explain to children that in music and dance the way a story is told is called the form.

LISTEN / MOVE | Giges Land II

LISTENING | Giges I and II from Water Music Suite No. 3 in G Major, HWV 350: Interactive

For this activity, get familiar with the sections of the listening in advance.

- Ask children to stand in front of you and mirror you as they listen. Perform the following movements with each music section. Note: each section of 16 beats is 4 measures with 4 beats each.)

A (Gigue 1)

a (16 beats, repeat) Tap air-walking, alternating hands following an imaginary path. Return to the original place during repeat.

b (16 beats, repeat) Move forearms in front of you pointing left to this pattern: Point right during repeat.

B (Gigue 2)

c (16 beats, repeat) March in place, swinging arms.

d (16 beats, repeat) Clap to the left with this pattern Clap to the right on repeat.

A (Gigue 1)

a (16 beats, repeat) Tap air-walking, alternating hands following an imaginary path. Return to the original place during repeat.

(10 min) Go Fitness: Muscular Strength & Endurance Materials: 1 Beanbag per student

- Pump It Up Push Up Challenges (Card 230-231)
- Partner Pump It Up Push Up Challenges (Card 232-233)

(25 min) Go Activity: Basketball: CATCH Challenge Level III

Materials: 1 Bball and pinnie per student,

- Can't Touch This (Card 385)
- Dribble Tag (Card 386)

(5 min) Cool-down

- Simon Says

Materials / Resources / Technology

Recess 1:45pm - 2:00pm

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

Basketball Unit

Standards

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

3.PE.3 Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.

3.PE.4 Recognize the concept of open space in movement context.

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

3.PE.8 Describe the concept of physical fitness and provide

traditions, so the lyrics, melodies, and games varied.

- Have students discuss and perform various play parties they may know. They may wish to play "Old Dan Tucker." Pairs stand in a circle, with one student in the center as "Old Dan Tucker." "Dan" swings a different partner on each phrase of the verse while the others clap and sing. On the last phrase of the verse, all partners swing each other but "Dan" tries to keep or grab a partner. If "Dan" succeeds, the student without a partner becomes "Dan." During the refrain, "Dan" remains in the center while the others join hands and circle left.

MOVEMENT | Patterned Movement

Patterned Movement: Old Dan Tucker

- See **Piano Accompaniments p. 214 for choreography to use with "Old Dan Tucker."**

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

Basketball Unit

Standards

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

5.PE.3 Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures.

5.PE.4 Combine spatial concepts with locomotor and nonlocomotor movements for small

- When the tempo is slow, it is helpful to count in six rather than two.)
- Clap and count the rhythm patterns, switching back and forth between the dotted-quarter rhythm and the eighth-note rhythm.

SONG ANTHOLOGY | Grade 4: Document

- Ask students to refer to the **Song Anthology p. 97** and read and clap the rhythm of "Hojas de té," saying tea for dotted quarter notes and I'd like some for groups of three eighth notes.

LOCATOR MAP | Mexico: Interactive

- Have students find Mexico on the map.

iPRONUNCIATION | Hojas de té (Tea Leaves): Interactive

- Ask students to listen to the pronunciation for "Hojas de té" to practice the Spanish words.

iSONG | Hojas de té (Tea Leaves): Interactive

- Have students read "Hojas de té" with the Spanish and English words. (Use the recorded accompaniment as needed.)

MOVEMENT | Game

MOVEMENT | Hojas de té: Interactive

- Hojas de té Have students play the hand-movement game.

PRONUNCIATION | Hojas de té

af a ther

ea pe

i b ee

oo bey

õth e

slightly guttural

h, Spanish bajo

ankle, knee toward ground, pull ankle toward body

- Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

Go Fitness: Mighty Muscles: Strength Activities (10 min)

Materials: Cones and Tape, Mats

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

Go Activity: Dribbling & Passing (hands) Activities (10 min)

Materials: 3-8 small balls

- "Look Mom, No Hands" (Card 226)

Go Activity: Dribbling & Passing (hands) Activities (10 min)

Materials: 1 basketball per student, boundaries

- "A, my name is ..." (Card 227)

Cool-down: (5 min)

- Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

Dribbling & Passing (hands) Activities

Standards

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

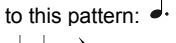

2.PE.3 Identify games, sports, or dances performed in other cultures.

2.PE.5 Recognize the balance of good nutrition with physical activity.

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

2.PE.7 Actively engage in health



b (16 beats, repeat) Move forearms in front of you pointing left to this pattern: 
 Point right during repeat.

MOVEMENT | Creative Movement

Creative Movement: Showing High and Low Pitch Registers Play, sing, or speak sounds for the children which are obviously high and low in pitch. Ask children to try to identify what they hear by holding their hands high over their heads for high-pitched sounds, and low, near the floor, for low-pitched sounds. Have them perform the same actions while listening to the "Gigue." (The contrasting sections are clearly high and low in pitch.) At first, to help them, you may wish to have them mirror you; then, on repeated hearings, have them show the high- and low- pitched sounds of each section on their own.

PROGRESS CHECKPOINT

Informal Assessment
Ask children to sing "Hush, Little Baby." Observe children's ability to follow the sequence of verses as they sing.

Optional Reteaching
If children have difficulty in remembering and singing the verses in the correct sequence, display the slide with audio of the song to remind children of the sequence of verses.

WRAP UP
Remind children that they talk about the sequence of events to tell a story in a song. Invite them to say the rhyme "Saturday Is Car Day" replacing the second line with words appropriate to the end of music class,

examples of physical activity than enhance fitness.

- 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.17 Discuss the relationship between physical activity and good health.
- 3.PE.18 Discuss the challenge that comes from learning a new physical activity; and
- 3.PE.19 Describe the positive social interactions that

groups in gymnastics, dance and games environments.

- 5.PE.6 Chart and analyze fitness benefits of physical activity outside health enhancement class.
- 5.PE.7 Actively participate in all activities of health enhancement class.
- 5.PE.9 Identify the need for warm-up and cool-down activities related to various physical activities.
- 5.PE.10 Participate in physical activity with responsible interpersonal behavior.
- 5.PE.11 Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
- 5.PE.12 Give corrective feedback respectfully to peers.
- 5.PE.13 Critique the etiquette involved in rules of various activities.
- 5.PE.14 Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
- 5.PE.15 Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

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.17 Describe the value of "good health balance".
- 2.PE.18 Compare physical activities that



such as We went back to our classroom.

SCHOOL TO HOME

We are learning these

songs:

- "Hush, Little Baby," p. 28
- "London Bridge," p. 40

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

Grade 2 | Spotlight on Music: Section 3: Unit 1: Lesson 1: Seussical JR.

Standards

MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

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

Concept:

- Melody

Objectives:

- Combine music, theater, and dance into a musical theater presentation of Seussical JR.

Lesson / Instruction

ABOUT THE MUSICAL

AND MTI

SPLASH SCREEN |

Seussical JR.: Interactive

About the Broadway

Junior Collection®

www.BroadwayJR.com

Inspired by Stephen

Sondheim and Arthur

Laurents, who felt that

musical theater could

provide lifelong benefits for

come when engaged with others in physical activity.

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

3rd Grade:

- Throw to a target area using an overhand motion
- Throw overhand using varied amounts of force and speed
- Catch a variety of different balls alone and with a partner

Lesson / Instruction

Procedures:

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretching

(10 min) Go Fitness:

Muscular Strength & Endurance

Materials: 1

Beanbag per student

1. Pump It Up Push Up Challenges (Card 230-231)
2. Partner Pump It Up Push Up Challenges (Card 232-233)

(25 min) Go Activity:

Basketball: CATCH

Challenge Level III

Materials: 1 Bball and pinnie per student,

1. Can't Touch This (Card 385)
2. Dribble Tag (Card 386)

(5 min) Cool-down

1. Simon Says

Materials /

Resources /

Technology

TALENT SHOW

PRACTICE 2:45pm -

3:30pm

5.PE.16 Apply safety principles with physical activities.

5.PE.17 Compare the health benefits of participating in selected physical activities.

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

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

5th Grade:

- Using a variety of objects, throw a leading pass overhand to a partner
- Catch objects of different sizes and weights by moving to a designated area
- Throw and catch in a small group game to keep the ball away from opponents or reach a goal

Lesson / Instruction

Procedures:

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretching

(10 min) Go Fitness:

Muscular Strength & Endurance

Materials: 1

1. Beanbag per student
1. Pump It Up Push Up Challenges (Card 230-231)
2. Partner Pump It Up Push Up Challenges (Card 232-233)

(25 min) Go Activity:

Basketball: CATCH

Challenge Level III

Materials: 1 Bball and pinnie per student,

1. Can't Touch This (Card 385)
2. Dribble Tag (Card 386)

(5 min) Cool-down

1. Simon Says

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
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

Basic Skills:

1. **Dribbling:** Using 1 hand to repeatedly bounce the ball
2. **Passing:** Throwing the ball to another player
 - Chest Pass
 - Bounce Pass
 - Overhead Pass
3. **Catching:** Receiving the ball

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

Go Fitness: Mighty

Muscles: Strength

Activities (10 min)

Materials: Cones and Tape, Mats



children, MTI developed the Broadway Junior program. Since its inception in 1995, MTI has received many reports on the benefits of participating in these shows, in areas such as communication, time management, creativity, positive risk-taking, and confidence.

About Music Theatre International

www.MTishows.com

Whenever a school, community theatre, regional theatre or other producing organization performs a show represented by MTI, MTI issues a performance license, collects royalties on behalf of the show's author(s) and provides the scripts and scores necessary to produce the show. In addition, MTI offers an array of Theatrical Resources including Study Guides, Reference Recordings, Logo Packs and Videos designed to enhance the rehearsal and performance experience. Over 15,000 separate productions of MTI musicals take place each year in the United States and 68 other countries.

Music Theatre International (MTI) is one of the leading theatrical licensing agencies in the world, representing the performance rights to over 200 musicals.

PROGRAM NOTES

MEET THE AUTHORS | S3U1L1: Lynn Ahrens and Stephen Flaherty: Interactive

Lynn Ahrens, a co-conceiver of the show, wrote the book and lyrics. Her Broadway credits include Ragtime, for which she won Tony, Drama Desk, and Outer Critics' Circle awards and two Grammy nominations; Once on This Island, which garnered an Olivier Award

Materials / Resources / Technology

Break 2:30pm - 2:45pm

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

Grade 6 | Spotlight on Music: Section 2: Unit 3: Lesson 4: Practice a Major Scale

Standards

MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

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

MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/ style, and phrasing) convey intent.

MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct

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

Go Activity: Dribbling & Passing (hands)

Activities (10 min)

- Materials:** 3-8 small balls
1. "Look Mom, No Hands" (Card 226)

Go Activity: Dribbling & Passing (hands)

Activities (10 min)

- Materials:** 1 basketball per student, boundaries

1. "A, my name is ..." (Card 227)

Cool-down: (5 min)

1. Simon Says (Card 5)



and two Tony nominations; My Favorite Year; and Madison Square Garden's production of A Christmas Carol. She did Lucky Stiff as well as the film Anastasia, receiving two Academy Award nominations and two Golden Globe Award nominations. Her television production, "Schoolhouse Rock," won an Emmy as well as four Emmy nominations. She is a member of the Dramatists' Guild Council and ASCAP.

Stephen Flaherty, Ms. Ahrens' partner for 17 years and co-conceiver of the show, wrote the book and music. Broadway credits include Ragtime, for which he won Tony, Drama Desk, and Outer Critics' Circle awards and two Grammy nominations; Once on This Island, garnering an Olivier Award and two Tony nominations; My Favorite Year; and incidental music for Proposals. He collaborated with Ms. Ahrens on Lucky Stiff as well as the film Anastasia, receiving two Academy Award nominations and two Golden Globe Award nominations. He is a member of the Dramatists' Guild Council, ASCAP, and the Drama Department.

Eric Idle, co-conceiver of Seussical, works with the British comedy troupe Monty Python in films and television. He has written a West End play called Pass the Butler; three novels, including The Road to Mars: A Mockumentary; the movie The Rutles; and many songs "too rude to mention." He has sung opera, acted in movies and on television, and toured the United States, during which time he performed at Carnegie Hall in a full-scale revue shamelessly entitled Eric Idle Exploits Monty Python.

interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

- Objectives:**
- Read and identify the key of a song in C major, sing it in canon, and play it on a keyboard.
- Concept:**
- Tonality

Lesson / Instruction

- READ | Wachtel Auf**
CONCEPT OVERVIEW | S2U3L4: Practice a Major Scale: Interactive
- Give students an overview of the lesson.

- SONG ANTHOLOGY | Grade 6: Document**

- Have students:**
- Identify the meter, the beat on which "Wachtel auf" begins, and the dotted rhythms. (Use Song Anthology p. 304 to see the complete song.) (3/4 ; 3 or upbeat; in mm. 3, 5)
 - Read and clap the rhythm of the song with syllables of your choice then with the English words. (Explain that chanticleer means "rooster")

- ACTIVITY | S2U3L4: C-major Scale Pitches in a Canon: Interactive**
VIRTUAL INSTRUMENTS | Keyboards (Organ, Piano, Electric Piano, Harpsichord): Interactive
- Sight-read the example with pitch syllables and hand signs, then with letter names.

- LOCATOR MAP | Germany: Interactive**
- Find Germany on the map.

- Have students:**
- Identify the key signature and the pitches used. (C major; do re mi fa so la ti do | re | and mi |)
 - Echo you as you perform patterns from the song.
 - Sight-read the song in English.



SCENE | The World of Dr. Seuss

iSONG | Oh, the Thinks You Can Think! from Seussical JR.: **Interactive**
iSONG | Horton Hears a Who from Seussical JR.: **Interactive**
iSONG | Horton Hears a Who Two from Seussical JR.: **Interactive**
iSONG | It's Possible from Seussical JR.: **Interactive**
iSONG | Green Eggs and Ham from Seussical JR.: **Interactive**

SOM G2 | Broadway for Kids Performance: **Video**
SOM G2 | Broadway for Kids Details: **Video**
SOM G2 | Broadway for Kids Step By Step: **Video**
SOM G2 | Broadway for Kids Note Taking: **Video**

iSONG | Seussical Mega Mix from Seussical JR.: **Interactive**

DIRECTOR'S NOTE:

- The script and song lyrics are also available in **Resource Masters P-1, pp. 127-135.**
- The songs and script are also available in **Song Anthology pp. 254-269.**

INTELLECTUAL

PROPERTY RIGHTS

CONNECTIONS: C IN A

CIRCLE

- Help students recognize and understand the symbol for intellectual property rights, or ©.
- Explain to your students that books, pictures, and music are copyrighted by the person who created them, meaning we have to ask permission to use those works.
- Memory Picture Have students draw a picture of a favorite memory from their experience with Seussical JR. \
 - When they have finished drawing, have them put the © copyright symbol in the corner of the picture.
 - Explain to them that their picture belongs to them, and no one can use that picture without their permission.

iPRONUNCIATION | Wachtet auf (Waken Now):

Interactive
• Have students listen to the pronunciation for "Wachtet auf" and practice the German words.

iSONG | Wachtet auf (Waken Now): **Interactive**

Have students:
• Listen to "Wachtet auf."
• Sing the song in unison in German and English.

- Use their head voice, working for accurate intonation in a wide range, rhythm, phrasing, and expression.

• Evaluate their work.

SING | Wachtet auf in

Canon with Descant

iSONG | Wachtet auf (Waken Now): **Interactive**

Have students:
• Sing "Wachtet auf" as a canon without accompaniment.
• Listen to the recording of "Wachtet auf" with attention to the canon.
• Sing "Wachtet auf" as a canon with the recording.

PLAYALONG | S2U3L4:

Wachtet auf: Interactive
• Have students add the descant. This can be sung or played.
• Have students sing "Wachtet auf" with the recorded accompaniment

MUSIC SKILLS |

Keyboard, Arrange

VIRTUAL INSTRUMENTS

| **Keyboards (Organ, Piano, Electric Piano, Harpsichord): Interactive**

Keyboard

- Invite volunteers to play an ascending and descending C-major scale on a keyboard instrument.
- Have them notice that the notes are all white keys. Have them play it again and extend the scale to mi | .
- Finally, have students take turns playing the song on the keyboard.

Arrange

- Have students make an arrangement of "Wachtet auf," including unison, canon, descant, voices, instruments, languages, introduction, coda, chords, roots, and so on.



MUSICAL THEATER

VOCABULARY

audience: the people who watch and enjoy a show

curtain call: the moment after a performance when the cast bows to an audience to acknowledge applause

narrator: the person who tells the story

rehearsal: the period prior to the performance when the actors learn and practice the musical

set: the environment created to represent the location in which a scene occurs

stage: the area where the acting takes place

stage crew: the people backstage who are involved with the production of the show

Who Was Dr. Seuss

- Theodor Seuss Geisel is one of the most popular (over 100 million books sold), prolific (over 50 books written), honored (including a Pulitzer Prize, three Academy Awards, two Peabody Awards, and two Emmys), and world-famous (translated in over 20 languages) writers of our time.
- He was born on March 2, 1904, in Springfield, Massachusetts, and his father was the curator of the nearby Forest Park Zoo.
- After graduating from Dartmouth College in 1925, Geisel attended Oxford University, in England, with the goal of attaining a doctorate in literature.
- On a vacation to Europe in 1936, Geisel was inspired by the rhythm of the ship's engines to write *And To Think I Saw It On Mulberry Street*, which was promptly rejected by 29 publishers.
- Finally, in 1937, a friend published the book.
 - He first used the pen name Seuss, and put Dr. in front of it after dropping out of Oxford University because he did not want to disappoint his father.



- In May 1957, Life magazine published an article with the observation that children had trouble learning to read because their books were boring.
 - Nine months later, Geisel revolutionized children's books when he wrote and illustrated *The Cat in the Hat*. In 1960, a friend bet Geisel \$50 that he couldn't write a book using only 50 words so he wrote *Green Eggs and Ham*.
- Theodor Seuss Geisel died on September 24, 1991, but his books, films, and the musical *Seussical* will help him to live forever in the hearts of children of all ages.

**Materials /
Resources /
Technology**

Songs & Listening

Selections:

- Oh, the Thinks You Can Think! from *Seussical JR.* (Stereo Mix)
- Horton Hears a Who from *Seussical JR.* (Stereo Mix)
- Horton Hears a Who Two from *Seussical JR.* (Stereo Mix)
- It's Possible from *Seussical JR.* (Stereo Mix)
- Green Eggs and Ham from *Seussical JR.* (Stereo Mix)
- *Seussical Mega-Mix* from *Seussical JR.* (Stereo Mix)

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

**Grade 5 | Spotlight
on Music: Section
2:Unit 2: Lesson 4:
Create Your Own
Rhythms**

Standards

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



harmonic musical ideas.

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

Objectives:

- Create rhythm ostinatos

Concept:

- Rhythm

Lesson / Instruction

READ | 'Round the

Corner, Sally

CONCEPT OVERVIEW |

S2U2L4: Create Your Own

Rhythms: Interactive

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

ACTIVITY | S2U2L4:

Syncopated Patterns:

Interactive

- Have students clap each of the rhythm patterns.

'Round the Corner, Sally

(Stereo Mix): Audio

- Ask students to listen to "'Round the Corner, Sally," clapping to the beat. Then have them identify which rhythm pattern they hear. (2)

SONG ANTHOLOGY |

Grade 5: Document

Have students:

- Refer to the notation for "'Round the Corner, Sally" on **Song Anthology p. 216**.
- Identify the pitches in the last two measures. (so, la, do)
- Clap to the beat and sing the song with pitch syllables.

iSONG | 'Round the

Corner, Sally: Interactive

- Have students sing the song with the words.

NOTATE | Syncopated

Patterns

ACTIVITY | Work Space:

Interactive

Look at the four rhythm patterns you clapped.

Which patterns include syncopation?

- Define syncopation. Ask students to look at the four rhythm patterns they clapped earlier and identify the



patterns that include syncopation. (1, 3, 4)

- Have students review rhythms by echo-clapping and then notating a pattern you dictate in **4/4** meter, including syncopated and previously learned note values.

MUSIC SKILLS | Create and Notate. Play

RESOURCE MASTERS|

Grade 5: Document

Create and Notate

- Have students use **Resource Master R•6, p. 116**, to show that they can reproduce patterns they hear and write their own patterns with syncopation and dotted-quarter and eighth-note combinations.

ACTIVITY | S2U2L4:

Notate an Ostinato:

Interactive

Show how you can write rhythms you know, including syncopation.

Notate your ostinato in the measures provided.

- Divide the class into four groups, assigning one of the rhythm patterns (a.–d.) on the resource master to each group.
- Invite each group to improvise a rhythm ostinato that includes the assigned pattern.
- Have someone from each group write their ostinato on the slide.

VIRTUAL PERCUSSION |

Percussion (Drums, Bells, Shakers, and

Scrapers): **Interactive**

- Invite each group to play its ostinato on unpitched instruments as everyone follows the rhythm and sings the song. Optional: write the ostinato using notation software and play it back.

VIRTUAL FRETTED

INSTRUMENTS | Strings

(Bass, Guitar, Banjo,

Ukulele): **Interactive**

Have Students Play

- Play a Virtual Fretted Instrument accompaniment using the G, C, D chords or chord roots.
- Play the chord on beats 1 and 3 and use a G chord on m. 8 of the melody.



- Students who play guitar might play the part on a guitar.
 - Accomplished recorder players might play the melody.

Break 2:30pm -
2:45pm

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

Grade 6 | Spotlight on Music: Section 2: Unit 3: Lesson 3: Sing Dotted Rhythms

Standards

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

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

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

Objectives:

- Read dotted quarter-eighth note rhythms.
- Sing and play ostinato patterns.

Concept:

- Rhythm

Lesson / Instruction

READ | Cape Cod

Chantey



CONCEPT OVERVIEW |

S2U3L3: Sing Dotted

Rhythms: Interactive

- Give students an overview of the lesson.

ACTIVITY | S2U3L3:

Dotted Rhythms in a

Chantey: Interactive

Have students:

- Read about dotted quarter notes and clap the rhythms.
- Read the rhythms of "Cape Cod Chantey" with syllables of your choice then with the words.
 - Use **Song Anthology p. 27** to see the complete song.

GRAPHIC ORGANIZER |

Block Organizer—3x3:

Interactive

- Have students chart the rhythms used in "Cape Cod Chantey" by filling out the Graphic Organizer with one one-measure rhythm per box.

PITCH SOUNDS AND

SYMBOLS: Interactive

Have students:

- Review (if needed) pitch syllables and hand signs with Pitch Sounds and Symbols set up in D major.
- Identify the key, do, and the starting pitch of "Cape Cod Chantey."
 - Use Song Anthology p. 27 to see the complete song (D major; D; mi, F#)
 - Sing the song with pitch syllables and hand signs.

ACTIVITY | Circle of Fifths:

Interactive

- Have students review how to use the Circle of Fifths to find the key.

iSONG | Cape Cod

Chantey: Interactive

Have students:

- Listen to "Cape Cod Chantey" and then sing it with the words.
- Sing the group parts as one or a few students sing the solo parts. Work for an energetic expression as well as accurate pitch and rhythm.
- Evaluate their work.
- Sing the song with the recorded accompaniment

SING | Ostinato and

Cape Cod Chantey

PART TO PLAY | S2U3L3:

Cape Cod Chantey:

Interactive



Have students:

- Identify the rhythms in the ostinato.
- Sing the ostinato on do, then perform it (without the recording) with "Cape Cod Chantey."

MUSIC SKILLS | Play.

Listen. Notate

ORFF

ORCHESTRATIONS |

Grade 6: Document:

"Cape Cod Chantey"

found in Orff

Orchestration O•19 p.

80.

Play

- Teach the parts individually, gradually building the ensemble.
- Encourage memorization of the vocal and instrumental parts.

ACTIVITY | Metronome:

Interactive

- Listen Find the tempo of "Cape Cod Chantey" by using the metronome. (allegro)

RESOURCE MASTERS |

Grade 6: Document

Notate

- Use **Resource Master R•9 p. 117** for more practice with dotted quarter and eighth rhythms.