



Monday 04/22/2024

No School Day



Passover (first day)



Tuesday 04/23/2024

Breakfast Duty 8:00am - 8:30am

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

Practice for Spring Concert - Ukuleles and Solo Songs for Musical

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

1. Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play
2. The rest of the students will work on songs for their part in the play

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

AEROBIC GAMES - #1

Standards



- PE.1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- PE.2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- 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.
- 2.2h Perform large motor movement alone or with others.
- 2.2i Manipulate objects with large muscles.
- 2.3f Demonstrate an awareness of her body in space.
- 2.3h Adapt movements to specific situations.
- 2.4a React to participation in daily routines.
- 2.4c Indicate needs and wants.
- 2.6a Attempt new large and small motor activities.
- 2.6d Participate in simple games, dance, outdoor play, and other forms of movement.
- 2.6f Participate in physically active games with peers.
- 2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.
- 2.7c Respond to warnings and redirection for unsafe behaviors an situations, although not consistently.
- 2.7d Recognize rules and follow basic safety instructions.
- 2.7f Understand and anticipate potential consequences of disregarding rules.
- 2.7h Make choices about behaviors or activities when presented with alternatives.

Objectives:

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Limber Letters (Card 168)

Go Fitness: (12 min)

- Alphabet Walk (Card 11)

Go Activity: (15 min)

- Stunt Double Tag (Card 111)

Cool-down: (5 min)

- Limber Letters (Card 168)

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

TENNIS - LESSON #5

Standards

- 4.PE.1 Use a combination of motor skills to engage in a variety of activities.



- 4.PE.9 Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.
- 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.

Objectives:

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

Lesson / Instruction

GO ACTIVITY: Tennis: *CATCH Challenge Level II*

NAME OF ACTIVITY: Tennis Pinball (CARD 567)

EQUIPMENT: plastic paddle or tennis racket and 1-2 tennis balls per student

SKILL THEME(S): striking

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

ORGANIZATION:

- Randomly scatter the balls throughout the activity area (best played inside).

DESCRIPTION:

- The balls are "pinballs" and the students are "flippers."
- Students attempt to keep the balls moving as long as possible by pushing them along the ground with their racket.
- On signal (whistle, drum, music), students find a ball and push it in any direction, then immediately locat/ push another.
- A ball is "lost" if it:
 - a) stops rolling.
 - b) is touched with the hand and not a racket.
 - c) travels higher than waist level.
- Announce each time a ball is lost.
- The game concludes when the fifth ball has been lost.
- Repeat the activity challenging students to keep the balls in motion for a longer period of time.

TEACHING SUGGESTIONS:

- Remind students the ball must roll on the ground.
- Remind students to "keep a firm wrist" when pushing the ball and to make the racket head move from "low to high."

NOW TRY THIS:

1. Require only forehand or backhand taps.
2. Scatter cones throughout the activity area. Balls that hit cones are considered lost.
3. Add more balls to make the activity more difficult; remove balls to make the activity easier.

Recess 1:45pm - 2:00pm

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

TENNIS - LESSON #5

Standards

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

Objectives:

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).



- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

Lesson / Instruction

GO ACTIVITY: Tennis: *CATCH Challenge Level II*

NAME OF ACTIVITY: Tennis Pinball (CARD 567)

EQUIPMENT: plastic paddle or tennis racket and 1-2 tennis balls per student

SKILL THEME(S): striking

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

ORGANIZATION:

- Randomly scatter the balls throughout the activity area (best played inside).

DESCRIPTION:

- The balls are "pinballs" and the students are "flippers."
- Students attempt to keep the balls moving as long as possible by pushing them along the ground with their racket.
- On signal (whistle, drum, music), students find a ball and push it in any direction, then immediately locat/ push another.
- A ball is "lost" if it:
 - a) stops rolling.
 - b) is touched with the hand and not a racket.
 - c) travels higher than waist level.
- Announce each time a ball is lost.
- The game concludes when the fifth ball has been lost.
- Repeat the activity challenging students to keep the balls in motion for a longer period of time.

TEACHING SUGGESTIONS:

- Remind students the ball must roll on the ground.
- Remind students to "keep a firm wrist" when pushing the ball and to make the racket head move from "low to high."

NOW TRY THIS:

1. Require only forehand or backhand taps.
2. Scatter cones throughout the activity area. Balls that hit cones are considered lost.
3. Add more balls to make the activity more difficult; remove balls to make the activity easier.



Wednesday 04/24/2024

Breakfast Duty 8:00am - 8:30am

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

Practice for Spring Concert - Ukuleles and Solo Songs for Musical

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

1. Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play
2. The rest of the students will work on songs for their part in the play

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

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

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. **Continue practicing** "Ready to Go!" 2023 **Lyrics**: Music with Mrs. Walker
 1. Link: <https://youtu.be/o1IMkX-fZol?si=AMgAEZ0jLQlpVP7j>
 2. Practice Lyrics first
2. **Continue practicing** "Ready to Go!" 2023 **Choreography**: Music with Mrs. Walker
 1. Link: <http://youtu.be/H7NQnGUSW1s?si=EMuMem1QuPY66lVj>

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

Practice for Spring Concert - "Yankee Doodle" - Recorder

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" focusing on staying together
2. **When competent, move to** the harmony of the song
3. After the class is concert ready, practice songs in the new Recorder books.

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

TENNIS - LESSON #5

Standards

- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.7** Actively participate in all activities of health enhancement class.
- 5.PE.9** Identify the need for warm-up and cool-down activities related to various physical activities.
- 5.PE.10** Participate in physical activity with responsible interpersonal behavior.
- 5.PE.11** Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
- 5.PE.12** Give corrective feedback respectfully to peers.
- 5.PE.13** Critique the etiquette involved in rules of various activities.
- 5.PE.14** Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
- 5.PE.15** Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
- 5.PE.16** Apply safety principles with physical activities.

Objectives:

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

Lesson / Instruction

GO ACTIVITY: Tennis: *CATCH Challenge Level II*

NAME OF ACTIVITY: Tennis Pinball (CARD 567)

EQUIPMENT: plastic paddle or tennis racket and 1-2 tennis balls per student

SKILL THEME(S): striking

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

ORGANIZATION:

- Randomly scatter the balls throughout the activity area (best played inside).

DESCRIPTION:

- The balls are "pinballs" and the students are "flippers."



- Students attempt to keep the balls moving as long as possible by pushing them along the ground with their racket.
- On signal (whistle, drum, music), students find a ball and push it in any direction, then immediately locate/push another.
- A ball is "lost" if it:
 - a) stops rolling.
 - b) is touched with the hand and not a racket.
 - c) travels higher than waist level.
- Announce each time a ball is lost.
- The game concludes when the fifth ball has been lost.
- Repeat the activity challenging students to keep the balls in motion for a longer period of time.

TEACHING SUGGESTIONS:

- Remind students the ball must roll on the ground.
- Remind students to "keep a firm wrist" when pushing the ball and to make the racket head move from "low to high."

NOW TRY THIS:

1. Require only forehand or backhand taps.
2. Scatter cones throughout the activity area. Balls that hit cones are considered lost.
3. Add more balls to make the activity more difficult; remove balls to make the activity easier.

Recess 2:30pm - 2:45pm

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

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

Standards

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

MU:Cn11.0.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

MU:Pr4.3 Interpret - Develop personal interpretations that consider creators' intent.

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

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

MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

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

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

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

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

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

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

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

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

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

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

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



Objectives:

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

Lesson / Instruction

Students have decided on a song, so the class will begin with singing the individual parts of "*The Sound of Silence*"

- Girls will sing the melody
- Boys will sing the harmony
- Use websites below to practice both parts of the song.

1. **The Sound of Silence: In Two Parts (sung together)** Link: <http://youtu.be/waIM3uqKBR0?feature=shared>
2. **Sound of Silence: Both parts sung together and individually** Link: <http://youtu.be/HDFk3HcvX-l?feature=shared>
3. **Multitrack breakdown of "Sound of Silence" by Simon and Garfunkel (instruments and both voices)** Link: <http://youtu.be/-BBGdtJu37s?feature=shared>



Thursday 04/25/2024

Breakfast Duty 8:00am - 8:30am

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

Practice for Spring Concert - Ukuleles and Solo Songs for Musical

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

1. Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play
2. The rest of the students will work on songs for their part in the play

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

AEROBIC GAMES - #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.7 Actively engage in health enhancement class.
- 1.PE.9 Identify warm-up and cool-down activities related to vigorous physical activity.
- 1.PE.10 Accept personal responsibility by using equipment and space appropriately.
- 1.PE.11 Follow the rules or parameters of the learning environment.
- 1.PE.12 Respond appropriately to general feedback from a teacher.
- 1.PE.13 Exhibit the established protocols for class activities.
- 1.PE.14 Work independently with others in a variety of class environments.
- 1.PE.16 Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

Objectives:

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Limber Letters (Card 168)

Go Fitness: (12 min)

- Alphabet Walk (Card 11)

Go Activity: (15 min)

- Stunt Double Tag (Card 111)

Cool-down: (5 min)

- Limber Letters (Card 168)

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

Practice for Spring Concert - "Cape Cod Chantey" - Orff Orchestra

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. **Be sure each student has the correct hand out for** "Cape Cod Chantey" sheet music.
2. **Tell students to practice** notes on their own music for 10-15 mins
3. **Each player will play** what they have learned with the class.
4. **When each player is competent**, and can play their part of the entire song, we begin to play together as a class.

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

Practice for Spring Concert - Drums (Original Song)

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

Lesson:

1. Remind students of proper care of the drums
 - Do not hit hand drums with anything except hands unless instructed

*Source: Learn These Drum Circle Rhythms To Increase Musicality: Positive Music Link: <http://youtu.be/XYi9afds9gM?si=aZ3ukHvxmjYYEPA>

Practice With The Drums

Have students:

1. Form a drum circle with chairs
2. Explain the different areas of the drum and what they are named:
 1. **Bass:** Middle of the drum/played with right hand
 2. **Tone:** Edge of the drum with the fingers close together/played with left hand
 3. **Slap:** Edge of drums with fingers slightly apart and it's like a flicking action/played with left hand
3. **Note:** Explain that when you play the side of the drum for the tone or slap, the drum is hit with the part of the hand where the fingers and palm meet.
4. Play the following rhythms to get used to the drums:

Rhythm One: Medium Pitched Conga

1. Right (Bass)
2. Left (Tone)
3. Right, Right (Bass, Bass)
4. Left (Tone)

Optional: Add shekere for each beat

Optional: Add claves for each beat

Optional: Add Cow Bell for every 4th rhythm

Rhythm Two: Medium Pitched Djembe (jem-bae)

1. Right (Bass)
2. Right, Left (Tone, Tone)
3. Right (Bass)
4. Left (Slap)

Optional: Add shaker for each beat

Rhythm: Three: High Pitched Conga

1. Right (Tone), Left (Tones), Right (Tone), Left (Tone), Right (Bass)
2. Right (Tone)
3. Left (Tone)
4. Right (Bass)

Note: Do it to this rhythm: *Ko-ca-berra-sat--on--a--log*

Optional: Add shaker for each beat

Play-Along Slow: Hand Drum Rhythms w/ Low Pitch Accompaniment Drum

Play three large drums with timpani mallets with each of the previous drums (and their)rhythm patterns

Rhythm:

1. Left (middle drum)
2. Right (right drum), Left (left drum), Right (middle drum)

Students will play three large drums, each to a different rhythm

Rhythm:

1. See above rhythms for each drum

Continue discussing costume ideas:

1. Tie Dye Shirts

Continue Discussing backdrop ideas:

1. Rainbow
2. Van/Bug



Friday 04/26/2024

Breakfast Duty 8:00am - 8:30am

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

Practice for Spring Concert - Ukuleles and Solo Songs for Musical

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

1. Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play
2. The rest of the students will work on songs for their part in the play

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

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

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



Standards

- MU: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:

- Continue practice warm ups and the song chosen for the concert.

Boomwacker - **Warm Up** Link: http://youtu.be/sHlyCKE_yRM?feature=shared

Boomwackers - **Warm Up | Thirds Ascending** Link: <http://youtu.be/ij6PuoB5MLQ?feature=shared>

Boomwackers - **Warm Up Chord Warm-Up** | 2 Minute Boomwhacker Warm-Up Link: <http://youtu.be/m7OURv8z33Q?>

Boomwackers - **Believer by Imagine Dragons** Link: <http://youtu.be/cfpaRTkK0Ls?feature=shared>

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

AEROBIC GAMES - #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.6 Actively participate in health enhancement class.
- K.PE.8 Practice warm-up and cool-down activities relative to vigorous physical activity.
- K.PE.9 Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).
- K.PE.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.



Objectives:

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Limber Letters (Card 168)

Go Fitness: (12 min)

- Alphabet Walk (Card 11)

Go Activity: (15 min)

- Stunt Double Tag (Card 111)

Cool-down: (5 min)

- Limber Letters (Card 168)

Recess 1:45pm - 2:00pm

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

AEROBIC GAMES - #1

Standards

- 2.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.
- 2.PE.10** Practice skills with minimal teacher prompting.
- 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.16** Work independently and safely in physical activity settings.
- 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.

Objectives:

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Limber Letters (Card 168)

Go Fitness: (12 min)

- Alphabet Walk (Card 11)

Go Activity: (15 min)

- Stunt Double Tag (Card 111)

Cool-down: (5 min)

- Limber Letters (Card 168)