



Monday 05/13/2024	Tuesday 05/14/2024	Wednesday 05/15/2024	Thursday 05/16/2024	Friday 05/17/2024
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am
Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am
Practice for Spring Concert - Ukuleles and Solo Songs for Musical	Practice for Spring Concert - Ukuleles and Solo Songs for Musical	Practice for Spring Concert - Ukuleles and Solo Songs for Musical	Practice for Spring Concert - Ukuleles and Solo Songs for Musical	Practice for Spring Concert - Ukuleles and Solo Songs for Musical
Objectives: <ul style="list-style-type: none"> 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. 	Objectives: <ul style="list-style-type: none"> 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. 	Objectives: <ul style="list-style-type: none"> 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. 	Objectives: <ul style="list-style-type: none"> 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. 	Objectives: <ul style="list-style-type: none"> 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 / Instruction	Lesson / Instruction	Lesson / Instruction	Lesson / Instruction
<ol style="list-style-type: none"> Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play The rest of the students will work on songs for their part in the play 	<ol style="list-style-type: none"> Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play The rest of the students will work on songs for their part in the play 	<ol style="list-style-type: none"> Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play The rest of the students will work on songs for their part in the play 	<ol style="list-style-type: none"> Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play The rest of the students will work on songs for their part in the play 	<ol style="list-style-type: none"> Continue practice of "Sittin' on the Dock of the Bay" on Ukuleles for those not in the play The rest of the students will work on songs for their part in the play
Prep 9:33am - 11:20am	Prep 9:33am - 11:20am	Prep 9:33am - 11:20am	Prep 9:33am - 11:20am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am
Lunch 11:20am - 12:12pm	Lunch 11:20am - 12:12pm	Lunch 11:20am - 12:12pm	Lunch 11:20am - 12:12pm	Prep 9:33am - 11:20am
Music - Pre K 12:15pm - 1:00pm	PE - Pre K 12:15pm - 1:00pm	Music - Kinder 12:15pm - 1:00pm	PE - 1 12:15pm - 1:00pm	Lunch 11:20am - 12:12pm
Practice for Spring Concert: "From My Heart to Your Heart" - Sing, "Over the Rainbow" - Handbells	AEROBIC GAMES - #3	Practice for Spring Concert - "Ready to Go!" - Singing with Choreography	AEROBIC GAMES - #3	Music - 1 12:15pm - 1:00pm
Objectives:	Objectives: <ul style="list-style-type: none"> Improve fitness Increase energy Better skills Learn sport and recreation Have fun! 	Objectives:	Objectives: <ul style="list-style-type: none"> Improve fitness Increase energy Better skills Learn sport and recreation Have fun! 	Practice for Spring Concert - (Song-TBD) - Boomwackers
			Lesson / Instruction	Objectives:



- Select and develop musical ideas for defined purposes and contexts
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- 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. **Practice:** "From My Heart to Your Heart" Graduation Song for Kids by Jack Hartmann
 - Link: <http://youtu.be/OFINq4LySwo?si=3h1Y48oLyJFN59D7>
2. **Practice:** "Over the Rainbow" Handbell Song
 - Link: <http://youtu.be/RP9lgufEwd0?si=4mmhXnknrS-R4y9f>

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

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

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.

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Count Down (Card 59)

Go Fitness: (12 min)

- Hibernation (Card 124)

Go Activity: (15 min)

- Keeping Your Flock (Card 108)

Cool-down: (5 min)

- Count Down (Card 59)

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

TENNIS - LESSON #8

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 III

NAME OF ACTIVITY: Down & Around (CARD 572)

EQUIPMENT: plastic paddle or tennis racket and a tennis ball per student, 1 polyspot for every 2 students

SKILL THEME(S): striking

SPORT SKILLS & STRATEGY: forehand & backhand striking, racket control

ORGANIZATION:

- Distribute the polyspots randomly throughout the activity area.
- Students are scattered, each with a ball.

DESCRIPTION:

- On signal, students begin dribbling their tennis ball down with the racket.

- 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-fZoI?si=AMqAEZ0jLQjPVP7j>
 2. Practice Lyrics first
2. **Continue practicing** "Ready to Go!" 2023
Choreography: Music with Mrs. Walker
 1. Link: <http://youtu.be/H7NqNGUSW1s?si=EMuMem1QuPY66IVj>
3. **Continue practicing** "School's Out!" Located:C:\Users\mmullis_desmetschool\Documents\CONCERTS\2024 Spring Musical and Concert\Kindergarten

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

Practice for Spring Concert - "Yankee Doodle" - Recorder

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.

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Count Down (Card 59)

Go Fitness: (12 min)

- Hibernation (Card 124)

Go Activity: (15 min)

- Keeping Your Flock (Card 108)

Cool-down: (5 min)

- Count Down (Card 59)

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

Practice for Spring Concert - "Twinkle Twinkle" - Orff Orchestra

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

Started a new song as previous one was too challenging.

Students will:

- Warm up with "Hot Crossed Buns" song for all instruments to get ready for the 4/4 time signature of their concert song
- Play each instrument group separately
- Try to play together while I count off the 4/4 time measure

Note: DP and BS still need to be assigned instruments (perhaps the

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- 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_vRM?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>

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

Lesson / Instruction

Students will:

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

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

Practice for Spring Concert - "Yankee Doodle" - Recorder

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

- Continue practice** of "Yankee Doodle" focusing on staying together
- When competent, move to** the harmony of the song

- While maintaining a controlled dribble, students attempt to walk around the activity area in search of polyspots.
- Students score a point for each polyspot they step on.
- Stop the activity after 2-3 minutes.
- Challenge students to better their individual score and resume the activity.

TEACHING SUGGESTIONS:

- Initially, have students move around the activity area with the ball balanced on the racket face.
- Place some spots closer together to make moving and scoring points easier.
- Remind students to "keep their eyes on the ball, and use a firm wrist" when striking the ball down.
- Encourage students to strike the ball so it rebounds below the waist.

NOW TRY THIS:

- Challenge students to use backhand "downs."
- Challenge skilled students to volley the ball using "ups" instead of striking the ball down.
- Create an obstacle course by adding cones and hoops to the scattered polyspots.
- Challenge students to negotiate the obstacle course in any pathway they choose.
- Require more skilled students to travel farther to touch polyspots, i.e., cross a mid-line before touching another spot.

Recess 1:45pm - 2:00pm

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

TENNIS - LESSON #8 (KEEP STUDENTS UNTIL EOD FOR MUSIC)

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.

- 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

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

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

TENNIS - LESSON #8

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 III

NAME OF ACTIVITY: Down & Around (CARD 572)

EQUIPMENT: plastic paddle or tennis racket and a tennis ball per student, 1 polyspot for every 2 students

SKILL THEME(S): striking

SPORT SKILLS & STRATEGY: forehand & backhand striking, racket control

ORGANIZATION:

- Distribute the polyspots randomly throughout the activity area.
- Students are scattered, each with a ball.

DESCRIPTION:

temple blocks, bells, or another pitched instrument)

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

Practice for Spring Concert - Drums (Original Song)

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.
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Lesson / Instruction

Lesson:

- 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=aZ3ukHvxmjYYEP>

Practice With The Drums

Have students:

- Form a drum circle with chairs
- Explain the different areas of the drum and what they are named:
 - Bass:** Middle of the drum/ played with right hand
 - Tone:** Edge of the drum with the fingers close together/ played with left hand
 - Slap:** Edge of drums with fingers slightly apart and it's like a flicking action/played with left hand

Warm-Up: (5 min)

- Count Down (Card 59)

Go Fitness: (12 min)

- Hibernation (Card 124)

Go Activity: (15 min)

- Keeping Your Flock (Card 108)

Cool-down: (5 min)

- Count Down (Card 59)

Recess 1:45pm - 2:00pm

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

AEROBIC GAMES - #3

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)

- Count Down (Card 59)

Go Fitness: (12 min)

- Hibernation (Card 124)

Go Activity: (15 min)

- Keeping Your Flock (Card 108)

Cool-down: (5 min)

- Count Down (Card 59)



- After the class is concert ready, practice songs in the new Recorder books.

Recess 2:30pm - 2:45pm

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

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

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.
 - Sing parts of the song until mastered then move to other sections
- The Sound of Silence: In Two Parts (sung together)** Link: <http://youtu.be/walM3ugKBR0?feature=shared>
 - Sound of Silence: Both parts sung together and individually** Link: <http://youtu.be/HDFk3HcvX-l?feature=shared>

- Have fun being physically active.

Lesson / Instruction

GO ACTIVITY: Tennis: CATCH Challenge Level III

NAME OF ACTIVITY: Down & Around (CARD 572)

EQUIPMENT: plastic paddle or tennis racket and a tennis ball per student, 1 polypspot for every 2 students

SKILL THEME(S): striking

SPORT SKILLS & STRATEGY:

forehand & backhand striking, racket control

ORGANIZATION:

- Distribute the polypspots randomly throughout the activity area.
- Students are scattered, each with a ball.

DESCRIPTION:

- On signal, students begin dribbling their tennis ball down with the racket.
- While maintaining a controlled dribble, students attempt to walk around the activity area in search of polypspots.
- Students score a point for each polypspot they step on.
- Stop the activity after 2-3 minutes.
- Challenge students to better their individual score and resume the activity.

TEACHING SUGGESTIONS:

- Initially, have students move around the activity area with the ball balanced on the racket face.
- Place some spots closer together to make moving and scoring points easier.
- Remind students to "keep their eyes on the ball, and use a firm wrist" when striking the ball down.
- Encourage students to strike the ball so it rebounds below the waist.

NOW TRY THIS:

- Challenge students to use backhand "downs."
- Challenge skilled students to volley the ball using "ups" instead of striking the ball down.

- On signal, students begin dribbling their tennis ball down with the racket.
- While maintaining a controlled dribble, students attempt to walk around the activity area in search of polypspots.
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- Encourage students to strike the ball so it rebounds below the waist.

NOW TRY THIS:

- Challenge students to use backhand "downs."
- Challenge skilled students to volley the ball using "ups" instead of striking the ball down.
- Create an obstacle course by adding cones and hoops to the scattered polypspots.
- Challenge students to negotiate the obstacle course in any pathway they choose.
- Require more skilled students to travel farther to touch polypspots, i.e., cross a mid-line before touching another spot.

Recess 2:30pm - 2:45pm

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

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

Objectives:

- Select and develop musical ideas for defined purposes and contexts

- 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.
- Play the following rhythms to get used to the drums:

Rhythm One: Medium Pitched

Conga

- Right (Bass)
- Left (Tone)
- Right, Right (Bass, Bass)
- 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)

- Right (Bass)
- Right, Left (Tone, Tone)
- Right (Bass)
- Left (Slap)

Optional: Add shaker for each beat

Rhythm: Three: High Pitched

Conga

- Right (Tone), Left (Tones), Right (Tone), Left (Tone), Right (Bass)
- Right (Tone)
- Left (Tone)
- 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:

- Left (middle drum)
- Right (right drum), Left (left drum), Right (middle drum)

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

Rhythm:



3. **Multitrack breakdown of "Sound of Silence" by Simon and Garfunkel (instruments and both voices)**
Link: <http://youtu.be/-BBGdtJu37s?feature=shared>

3. Create an obstacle course by adding cones and hoops to the scattered polyspots.
4. Challenge students to negotiate the obstacle course in any pathway they choose.
5. Require more skilled students to travel farther to touch polyspots, i.e., cross a mid-line before touching another spot.

- 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.

1. See above rhythms for each drum

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.
 - Sing parts of the song until mastered then move to other sections
1. **The Sound of Silence: In Two Parts (sung together)** Link: <http://youtu.be/walM3uqKBR0?feature=shared>
 2. **Sound of Silence: Both parts sung together and individually** Link: <http://youtu.be/HDFk3HcvX-I?feature=shared>
 3. **Multitrack breakdown of "Sound of Silence" by Simon and Garfunkel (instruments and both voices)**
Link: <http://youtu.be/-BBGdtJu37s?feature=shared>