



| Monday 05/06/2024 | Tuesday 05/07/2024 | Wednesday 05/08/2024 | Thursday 05/09/2024 | Friday 05/10/2024 |
|--|--|--|--|--|
| <p>NO 8th GRADE THIS WEEK (D.C. TRIP)</p> | <p>NO 8th GRADE THIS WEEK (D.C. TRIP)</p> | <p>NO 8th GRADE THIS WEEK (D.C. TRIP)</p> | <p>NO 8th GRADE THIS WEEK (D.C. TRIP)</p> | <p>NO 8th GRADE THIS WEEK (D.C. TRIP)</p> |
| 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 |
| 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</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</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</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</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</p> |



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.

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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

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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.

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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

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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 or context.

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

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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

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|---|---|---|---|---|
| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>Objectives:</p> <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. | <p>Objectives:</p> <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. | <p>Objectives:</p> <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. | <p>Objectives:</p> <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. | <p>Objectives:</p> <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. |
| <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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 | <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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 | <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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 | <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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 | <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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 |
| <p>Prep 9:33am - 11:20am</p> | <p>Prep 9:33am - 11:20am</p> | <p>Prep 9:33am - 11:20am</p> | <p>Prep 9:33am - 11:20am</p> | <p>Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am</p> |
| <p>Lunch 11:20am - 12:12pm</p> | <p>Lunch 11:20am - 12:12pm</p> | <p>Lunch 11:20am - 12:12pm</p> | <p>Lunch 11:20am - 12:12pm</p> | <p>Prep 9:33am - 11:20am</p> |
| <p>Music - Pre K 12:15pm - 1:00pm</p> <p>Practice for Spring Concert: "From My Heart to Your Heart" - Sing, "Over the Rainbow" - Handbells</p> <p>Standards</p> | <p>PE - Pre K 12:15pm - 1:00pm</p> <p>Rock Wall Climbing Standards</p> <p>2.1c Exhibit a variety of small motor skills.</p> <p>2.1d Scribble with a crayon or marker.</p> | <p>Music - Kinder 12:15pm - 1:00pm</p> <p>Practice for Spring Concert - "Ready to Go!" - Singing with Choreography</p> <p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and</p> | <p>PE - 1 12:15pm - 1:00pm</p> <p>Rock Wall Climbing Standards</p> <p>1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills</p> | <p>Lunch 11:20am - 12:12pm</p> <p>Music - 1 12:15pm - 1:00pm</p> <p>Practice for Spring Concert - (Song-TBD) - Boomwackers</p> |



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

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

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

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

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

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr4.2.PreKa With substantial guidance, explore and demonstrate awareness of musical contrasts.

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

2.1e Engage in self-help skills.

2.1f Perform increasingly more sophisticated actions requiring hand-eye coordination.

2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.

2.2c Use developing motor skills to move more independently.

2.2e Demonstrate skills to move in the environment.

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

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.

2.4d Take and interest in meeting physical needs.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.7c Respond to warnings and redirection for unsafe behaviors an

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

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.6 Discuss the benefits of being active and exercising or playing.

1.PE.7 Actively engage in health enhancement class.

1.PE.8 Understand muscles that grow strong with physical activity.

1.PE.10 Accept personal responsibility by using equipment and space appropriately.

1.PE.12 Respond appropriately to general feedback from a teacher.

1.PE.13 Exhibit the established protocols for class activities.

1.PE.14 Work independently with others in a variety of class environments.

1.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body types.

1.PE.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

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:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

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

MU:Pr5.1.PreKb With substantial guidance, apply personal, peer, and teacher feedback to refine performances.

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

MU:Pr6.1.PreKa With substantial guidance, perform music with expression.

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

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

MU:Re8.1.PreKa With substantial guidance, explore music's expressive

situations, although not consistently.

2.7d Recognize rules and follow basic safety instructions.

2.7e Identify who has hurt or made him or her feel bad.

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:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

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

TENNIS - LESSON #7

Standards

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

4.PE.7 Actively engages in the activities of health enhancement class,

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.

1.PE.19 Describe positive results gained from participating in physical activities with others.

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

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

Practice for Spring Concert - "Twinkle Twinkle" - 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

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.



qualities (such as dynamics and tempo).

Objectives:

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

Lesson / Instruction

Students will:

1. **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=4mmhXnknR-R4y9f>

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

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

Standards

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

both teacher-directed and independent.

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

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.

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:

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.

- 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=share

Boomwackers - Warm Up

| Thirds Ascending

Link: <http://youtu.be/ij6PuoB5MLQ?feature=share>

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=share>

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

Rock Wall Climbing

Standards

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

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

K.PE.6 Actively participate in health enhancement class.

K.PE.7 Recognize that physical activity causes physical changes.

K.PE.8 Practice warm-up and cool-



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

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

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

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

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.

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

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

Lesson / Instruction

GO ACTIVITY: Tennis: CATCH Challenge Level II

NAME OF ACTIVITY: Caterpillar (CARD 570 – 571)

EQUIPMENT: plastic paddle or tennis racket per student, 2 buckets/plastic hoops and 3-4 tennis balls per group of 4-5

SKILL THEME(S): striking

SPORT SKILLS & STRATEGY: racket control and grip, teamwork

ORGANIZATION:

- Designate two parallel lines 15-20 yds. apart (length of the line will depend on class size).
- Divide the class into groups of 4-5.
- Each group has a two buckets/hoops - one bucket on one line, the other directly across on the other line. One bucket contains the 3-4 balls for the group.
- At the ball bucket, position each group shoulder-to-shoulder perpendicular to the starting line (see diagram on **card 571**).

DESCRIPTION:

- The student at the end of each line begins with one ball balanced on the racket face.
- On signal, the student with the ball "pours" the ball to the racket of the student next in line and immediately runs to the front of the line. The group must do 5 jumping jacks together anytime the ball is mishandled and falls to the ground.
- Students continue to "pour and move" until the line has reached the empty bucket at the other end of the activity area.
- When the line arrives at the bucket, the ball is deposited inside, the group runs back to their ball bucket and repeats the process until all balls have been deposited.

TEACHING SUGGESTIONS:

- Initially, have groups stand in a circle and practice pouring. Using 2-3 balls in the circle will increase the practice trials for each student.
- Use beanbags if the activity seems too

- Continue practicing** "Ready to Go!" 2023 **Lyrics:** Music with Mrs. Walker
1. Link: <https://youtu.be/o1MkX-fZol?si=AMgAEZ0jLQipVP7j>
- Continue practicing** "Ready to Go!" 2023 **Choreography:** Music with Mrs. Walker
1. Link: <http://youtu.be/H7NqNGUSW1s?s=EEMuMem1QuPY66IVj>
- 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

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,

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:

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.17 Acknowledge that some physical activities are challenging or difficult; and

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together



MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

MU:Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

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

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

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

MU:Re7.1 Select - Choose music

challenging with tennis balls.

- When the activity is completed, the environment is now automatically organized to continue the game moving in the opposite direction.

NOW TRY THIS:

- Designate a time limit for completing the task. Award:
 - 1 point to those groups that complete the task in the time allotted.
 - 5 bonus points if task was completed without dropping a ball
 - 4 points if one ball was dropped
 - 3 points for two dropped balls, etc.
- Challenge the class to a designated time limit.
 - For example, for the class to win, all balls have to be deposited in the buckets in 5 minutes.
- Encourage groups that finish early to quickly join another group and lend assistance.

Recess 1:45pm - 2:00pm

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

TENNIS - LESSON #7

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.

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

- 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 temple blocks, bells, or another pitched instrument)

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.

Recess 1:45pm - 2:00pm

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

Rock Wall Climbing

Standards

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

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

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

2.PE.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.



appropriate for a specific purpose or context.

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

MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

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

MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.

Objectives:

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

Lesson / Instruction

Students will:

- **Continue to practice the choreography** for "Can't Stop the

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:

Caterpillar (CARD 570 – 571)

EQUIPMENT: plastic paddle or tennis racket per student, 2 buckets/plastic hoops and 3-4 tennis balls per group of 4-5

SKILL THEME(S): striking

SPORT SKILLS &

STRATEGY: racket control and grip, teamwork

ORGANIZATION:

- Designate two parallel lines 15-20 yds. apart

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 #7

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.

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.

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

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

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together



Feeling" - Music Express choreography Nachman Music

- Link: <http://youtu.be/TgcwKrf8wHM?si=Rokt7o-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

- 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

- (length of the line will depend on class size).
- Divide the class into groups of 4-5.
 - Each group has a *two* buckets/hoops - one bucket on one line, the other directly across on the other line. One bucket contains the 3-4 balls for the group.
 - At the ball bucket, position each group shoulder-to-shoulder perpendicular to the starting line (see diagram on **card 571**).

- DESCRIPTION:**
- The student at the end of each line begins with one ball balanced on the racket face.
 - On signal, the student with the ball "pours" the ball to the racket of the student next in line and immediately runs to the front of the line. The group must do 5 jumping jacks together anytime the ball is mishandled and falls to the ground.
 - Students continue to "pour and move" until the line has reached the empty bucket at the other end of the activity area.
 - When the line arrives at the bucket, the ball is deposited inside, the group runs back to their ball bucket and repeats the process until all balls have been deposited.

- TEACHING SUGGESTIONS:**
- Initially, have groups stand in a circle and practice pouring. Using 2-3 balls in the circle will increase the practice trials for each student.
 - Use beanbags if the activity seems too challenging with tennis balls.
 - When the activity is completed, the environment is now automatically organized to continue the game moving in the opposite direction.

- NOW TRY THIS:**
- Designate a time limit for completing the task. Award:
 - 1 point to those groups that complete the task in the time allotted.
 - 5 bonus points if task was completed without dropping a ball
 - 4 points if one ball was dropped
 - 3 points for two dropped balls, etc.

- 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:
Caterpillar (CARD 570 – 571)

- 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



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

2. Challenge the class to a designated time limit.
 - For example, for the class to win, all balls have to be deposited in the buckets in 5 minutes.
3. Encourage groups that finish early to quickly join another group and lend assistance.

EQUIPMENT: plastic paddle or tennis racket per student, 2 buckets/plastic hoops and 3-4 tennis balls per group of 4-5
SKILL THEME(S): striking

SPORT SKILLS & STRATEGY: racket control and grip, teamwork
ORGANIZATION:

- Designate two parallel lines 15-20 yds. apart (length of the line will depend on class size).
- Divide the class into groups of 4-5.
- Each group has a *two* buckets/hoops - one bucket on one line, the other directly across on the other line. One bucket contains the 3-4 balls for the group.
- At the ball bucket, position each group shoulder-to-shoulder perpendicular to the starting line (see diagram on **card 571**).

DESCRIPTION:

- The student at the end of each line begins with one ball balanced on the racket face.
- On signal, the student with the ball "pours" the ball to the racket of the student next in line and immediately runs to the front of the line. The group must do 5 jumping jacks together anytime the ball is mishandled and falls to the ground.
- Students continue to "pour and move" until the line has reached the empty bucket at the other end of the activity area.
- When the line arrives at the bucket, the ball is deposited inside, the group runs back to their ball bucket and repeats the process until all balls have been deposited.

TEACHING

SUGGESTIONS:

- Initially, have groups stand in a circle and practice pouring. Using 2-3 balls in the circle will increase the practice trials for each student.
- Use beanbags if the activity seems too challenging with tennis balls.
- When the activity is completed, the environment is now automatically organized to continue the game moving in the opposite direction.

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

Play the video to teach about drumming circles:

Learn These Drum Circle Rhythms To Increase Musicality: Positive Music
Link: <http://youtu.be/XYi9afds9gM?si=aZ3ukHxvxmjYYEPA>

Practice With The Drums

Have students:

1. Form a drum circle with chairs
2. Remind students about 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:

Warm Up: Rhythm Sticks



- 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.

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

- NOW TRY THIS:**
1. Designate a time limit for completing the task.
Award:
 - 1 point to those groups that complete the task in the time allotted.
 - 5 bonus points if task was completed without dropping a ball
 - 4 points if one ball was dropped
 - 3 points for two dropped balls, etc.
 2. Challenge the class to a designated time limit.
 - For example, for the class to win, all balls have to be deposited in the buckets in 5 minutes.
 3. Encourage groups that finish early to quickly join another group and lend assistance.

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

1. **Play:** "Ha, Ha, Ha, Plop" (new song)
2. **Play** "Sick Cookie" (from last week) with rhythm sticks

Drum Circle

1. **Play** "Sick Cookie" (from last week) with drum circle instruments
2. **Practice** starting in rounds, and stopping all at the time at the end of the piece
3. **Practice** using the rhythms **below** that were learned last week

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-og
- 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**



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.

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,

Rhythm:

1. See above rhythms for each drum



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

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



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

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.

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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 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



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

- 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>
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