



Monday 09/16/2024

Breakfast Duty 8:00am - 8:20am

Band - 7 & 8 8:35am - 9:30am

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- 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:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- 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: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:Pr4.3.7a** 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.

Objectives:

- Go over class procedures and expectations
- Students will select instruments
- Students will be given a copy of the Standard of Excellence Band book for each instrument
- Students select cubbies, label them, and they will put music books and instruments in them

Lesson / Instruction

Note: In the beginning band class, warm-up and tuning will usually occupy most of the rehearsal period, usually at the expense of the primary rehearsal selection.

(10 mins) Warm-Up and Tuning

1. **Embouchure Warmers** - long tones and lip slurs, generally directed downward - [Lessons 1-4, pg. 75-79:](#)
2. **Arm and Finger Warmers** - [Excellerator 4A and 4B, pg. 104](#)
 - a. Scales, intervals, arpeggios, articulations (how each note is played, e.g. fermata, staccato)

Once Players are Warmed Up:

1. **Tune the Band** - [Score on pg. 000](#)
 - a. **Instruction and Evaluation** - relating to various aspects of musicianship including:
 - a. rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
 - b. **Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
 - c. **Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

(5 mins) The Familiar Selection - [Lesson #16, pg. 97 "Hot Crossed Buns"](#)

1. **Play music confidently before starting the primary rehearsal selection**
 - a. Select a short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible
 - b. Do not spend time "rehearsing" this selection

(15 min) The Primary Rehearsal - *Receives the most attention during the rehearsal* - [Lesson #17, pg. 97 "Au Claire..."](#)

1. Go beyond the "woodshedding" stage, ready to enter the next phase of learning
2. Rehearse this selection in sections
3. Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
4. Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

(10 min) The Secondary Rehearsal Selection - *Woodshed (rehearse difficult passages until played flawlessly) a selection which has recently been sight-read*

1. Thoroughly familiarize students with a "fresh" piece of music
2. Rehearse in sections, repeating and drilling as necessary

(5 min) Sight Reading - *Once reviewed, this selection will move to the secondary rehearsal stage*

1. Choose a **NEW SELECTION** of music and read it in its entirety recognizing elements of music:
 - a. rhythm (patterns)
 - b. melody (scale)
 - c. harmony (arpeggio - one note after another rising or descending)
 - d. style (genre)



(5 min) **The Fun Selection (Closer)** - TBD (for now "Hot Crossed Buns")

1. Choose a music selection that students savor and perform masterfully

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Unit 1: Who We Are: Lesson 2: Music Has Patterns

Standards

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

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

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

Objectives:

- Children will explore rhythmic patterns.

Lesson / Instruction

INTRODUCTION

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

LET'S BEGIN | Patterns Everywhere

ACTIVITY | S1U1L2: Patterns

Display the slide Patterns.

Have children:

- **Identify** the objects pictured. (wall/floor with tiles; sea shell) Children will use vocabulary known to them
- **Describe** the wall/floor pattern on the left. (tiny tiles, same shapes, four diamond shapes on top, four diamond shapes below) Children may or may not be able to count the shapes, and they may not know the word diamond
- **Clap** as you tap each of eight shapes with a steady beat, moving left to right; top row, then bottom row.
- **Describe** the sea shell on the right. (spiral, "circles")
- **Draw** a spiral shape in the air to model the shell, circling from the inside out.

PLAY | Rhythmic Patterns

ACTIVITY | S1U1L2: Playing Patterns

Encourage children to:

- **Identify** the objects pictured in the slide. (apples, colored pencils) (Point out that each frame contains three or four of the same object, but the same objects have different colors.)
- **Describe** the apples on the left. (apples of different colors: green and red apples)
- **Discuss** how they would represent the pattern with sound. (Accept all reasonable answers. You might want to suggest patting, clapping, or tapping.)
- **Represent** the pattern using sound and four steady beats as you point to each apple. (You may wish to have just one volunteer represent the pattern with sound at a time.)
- **Continue** the same way with the pattern of pencils.

TEACHER TO TEACHER | Dramatization

Children at this age delight in dramatization.

- As children perform movements and act out ideas, teach them to follow your cues.
- **Use** marked movements when pointing to each shape, and place your hands behind your back or put a finger to your lips to signal silence.

LISTEN | The Cat's Fugue

LISTENING | Sonata in G minor (The Cat's Fugue)

Invite children to:

- **Explore** hand, foot, and body movements, such as wiggling fingers, stepping or tapping feet, and shrugging shoulders, to create a small pattern. (You may wish to guide children to use a simple pattern of two movements as a starting point.)

MOVEMENT | Creative Movement

- **Perform** their pattern while listening to Scarlatti's "Sonata in G Minor." (Display the listening slide and read aloud the title and composer.)

MUSIC SKILLS | Pat with the Beat

The Cat and I Keep the Beat

- Children often enjoy learning to keep a steady beat to recorded music while patting or moving with a stuffed animal. Ask children to bring their favorite stuffed animal to preschool.
- While seated on the floor holding their stuffed animals in their laps, have them listen to 10–20 seconds of the listening selection.
- Explain that the stuffed animals will help them keep the steady beat. Model patting to the music with a steady beat. Encourage children to pat their stuffed animals along with the beat. If children experience difficulty feeling the beat, gently tap it on their shoulders while they pat their stuffed animal.

TEACHER TO TEACHER | Teaching Tips

Be Patient Have high expectations, but be willing to try new approaches.

- **Give** directions one step at a time. Break complex tasks into small steps.
- **Ask** children to recall instructions in their own words. If needed, repeat instructions.
- **Maximize** each child's chances for success by capitalizing on his or her strengths.
- **Modify** expectations. For example, if there are three objectives for a lesson, expect the child to achieve one.

SING | My Body

Invite children to:



- **Echo** you as you demonstrate the **8th notes** rhythms in "Mi cuerpo": hands (clap clap clap), feet (stamp stamp stamp), sing (La la la), and wiggle (Cha cha cha).
- **Listen** to the English version of the song "Mi cuerpo" (My Body), the second section in the interactive song, and perform the rhythm patterns. (Use Form in the controls in the song.)
- **Use** the locator map to show some Spanish speaking countries.

PRONUNCIATION | Mi cuerpo

- α f a ther
- e a pe
- i b ee
- o o bey
- u m oo n
- ? flipped r
- β b without lips touching

MOVE | Body Patterns

ACTIVITY | My Body Patterns

Have children:

- **Describe** the pictures on the slide.
- **Discuss** how they would perform the top pattern. (clapping three times) Continue with the other two patterns. (stamping three times; wiggling three times)
- **Identify** the similarities. (Each figure is repeated three times.)
- **Play** rhythm instruments using the rhythmic patterns. Encourage them to sing along.

TEACHER TO TEACHER | Teaching World Music

As the teacher of multicultural music, remember these points:

- **Learn** the song well before you teach it, including foreign language lyrics. Children will immediately recognize your confidence and feel more comfortable learning the song.
- **To involve children** in the music, add clapping, moving, a rhythm, or a word game.
- **Maximize** ways for individuals to take part, such as playing instruments or performing an accompanying dance.

LINKS | Reading

ACTIVITY | S1U1L7: Singing in a Sequence

Reading: Sequence of Events Sequencing is reinforced by singing and ordering pictures.

- When the song and movements of "Mi cuerpo" are familiar, say "The song lists four ways we can make music with our bodies. What are these four ways?" (Clap hands, stamp feet, sing, whole body does "cha-cha-cha.")
- **Display** the slide and ask children, "In our song, what is the first way we can make music?" (clap hands)
- **Have a volunteer** drag and drop the correct picture in the first target area.
- **Continue to complete** the sequence of the song. (Optional: Distribute envelopes with pictures to children.
- **Ask children** to order their own pictures as the song is slowly being sung. Sing the song again as children point to each picture at the appropriate time.)

PROGRESS CHECKPOINT

Informal Assessment

- **Invite** children to look for patterns in the classroom. You might want to display patterns, such as "triangle, claves, triangle, claves," and let children discover them.

Optional Reteaching

- **Form two groups** of classroom objects, such as a basket with instruments, and four instruments aligned.
- **Discuss** the difference with children.
- **Guide** children to discuss that sounds can also be scattered or in patterns.

SCHOOL TO HOME: SONG ANTHOLOGY | Grade PreK: [Document](#)

- Mi cuerpo: "My Body"

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

Section 1: Unit 1: Lesson 3: Reading Quarter Notes, Paired Eighth Notes, and Quarter Rest Rhythms

Standards

MU:Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

MU:Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music.

MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

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

Objectives:

- Read quarter notes, eighth notes, and quarter rests.

Lesson / Instruction



SING | Engine, Engine Number Nine

SLIDE: CONCEPT OVERVIEW | S1U1L3: Reading Rhythms

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

SLIDE: iLISTENING MAP | Engine, Engine Number Nine

DOCUMENT: Song Anthology | Grade 2, p.74

- Have students sing each line of "Engine, Engine Number Nine" patting with the beat.
- Ask how many sounds can you hear for each beat. (2, 2, 2, 1)
- Ask them how they think musicians know when to sing shorter or longer sounds.

READ | Song Rhythm

SLIDE: ACTIVITY | S1U1L3: Reading Rhythms

Have students:

- Read about quarter notes and eighth notes.
- Read the rhythm of "Engine, Engine Number Nine," saying *nine* for J and en-gine for JJ

Tell students:

- You that you can show one sound to a beat with a quarter note
- You can show two equal sounds to a beat with two eighth notes

LISTEN | I Bought Me a Cat

SLIDE: LISTENING | I Bought Me a Cat

- Have students listen to "I Bought Me a Cat" (*listening*) performed by William Warfield.
- Listen for beats of silence in this song.

AUDIO: Bought Me a Cat (Stereo Mix)

- Then have them sing to "I Bought Me a Cat" (*song*)

HISTORY AND CULTURE | Aaron Copland

Read:

Composer, educator, conductor, and pianist, Aaron Copland (1900–1990) was born in New York City. Considered one of the leading composers of his time, he helped create distinctly American-sounding music. He is probably best known for a simple, folk-inspired type of music. In this Copland arrangement of "I Bought Me a Cat," goose, cow, and horse are sung on different pitches, perhaps to better imitate the sound of the animals. The last verse of the song, I bought me a wife, has been omitted to make the song more suitable.

LABEL: Identify quarter rests.

READ | Quarter Rests

SLIDE: iSONG | I Bought Me a Cat

DOCUMENT: SONG ANTHOLOGY | Grade 2 pg 102-103

- Have students read about the quarter rest, then find the quarter rests in "I Bought Me a Cat."
- Next, have them read the rhythm of the first three lines, clapping for notes and showing palms for rests.
- Then, invite students to read the rhythm again, saying cat for J and fid-dle for JJ and remaining silent on ?.

MUSIC SKILLS | Play

SLIDE: ACTIVITY | S1U1L3: I Bought Me a Cat

DOCUMENT: ORFF ORCHESTRATIONS | Grade 2 pg 6-7.

- Discuss with students how the sounds of classroom instruments might be used to represent the animal sounds in "I Bought Me a Cat."
- Help them write a list on the chalkboard of the animals mentioned in the song.
- Then ask them for suggestions for instrument sounds for each animal. Invite them to do the activity on the slide.
- Assign instruments and have students add them when singing the song.

READ | Rhythms

SLIDE: ACTIVITY | S1U1L3: Sort the Sounds

- Read and clap the rhythms on the slide. Then match each animal sound to a rhythm.

PLAY | Country Gardens

SLIDE: ACTIVITY | Country Gardens

Ask students:

- Look at the listening map slide.
 - What do you think the beat bars with no instruments show?
- Find the repeat signs
- Listen to the music and raise your hand to show when the repeated parts happen.
- Play rhythm instruments as you listen.

SLIDE: MEET THE MUSICIAN | S1U1L3: Percy Grainger

- Ask a volunteer to read about the composer, Percy Grainger.
- Tell students Percy Grainger is the person who composed "Country Gardens." Read about Percy Grainger.

MUSIC SKILLS | Listen

SLIDE: ACTIVITY | S1U1L3: Country Gardens Theme

- Have students listen as you play the A section theme from "Country Gardens" on the piano (**LEARN!**)
 - This will help them identify the different sections as they follow the map.
 - Then have students play along with the map, following all repeat signs as ABABA.

MOVEMENT | Patterned Movement IF TIME ALLOWS

"Country Gardens" Have students learn a simple Morris Dance routine for "Country Gardens." The piece is ABABA.

Formation: Partners standing shoulder-to-shoulder, facing another set of partners. All hold sticks. Rest position for sticks is on one shoulder.

"Opposite" is the person in the pair across.

A Section:

Beats 1–4 Starting with R foot, step to the side, close left, step side. Beats 5–8 Repeat with L foot, moving L. Beats 9–12 Walk four steps forward to face opposite. Beats 12–16 Tap opposite's stick three times. Repeat Beats 1–16, but moving back on Beats 9–12, and tapping partner's stick three times. Repeat all movements for Beats 1–16.

B Section:



Beats 1–8 Walk four steps back, stepping to the rhythm of the triangle part Beats 9–16 Walk eight steps forward, toward opposite, stepping to the rhythm of the triangle part. Repeat all movements for Beats 1–16. Tap opposite's stick to the rhythm of the drum part for the next 16 beats. Repeat the movement for Beats 1–16 of the A Section.

LINKS | Science

Read:

Botany Gardens use nature's gifts to add beauty to an area. Flowers provide color, trees offer shade and fruit, and many plants can be used as food, spices, or medicine. But humans aren't the only ones who benefit from gardens. Birds and insects are attracted to the colors, fruit, and flowers of a garden, too. These animals also provide a service to the plants. When insects or birds eat the nectar of a flower, or the fruit or seed of a plant or tree, they are helping that plant to reproduce. They spread pollen from flower to flower or drop seeds far away where the plant may grow in a healthier place.

NOTATE | Rhythm Patterns

SLIDE: THINK! | S1U1L3: One and Two Sounds Per Beat with Words

- Answer the question on the Think! slide.

SLIDE: ACTIVITY | S1U1L3: Sort the Sounds

- Write the animal rhythm patterns on the board. Clap the rhythm patterns.
- Read each pattern, saying rose for ♩ and tu-lip for ♪ ♪
- Use **Resource Master 1•6, p. 7**, for more practice with reading rhythms. The **Answer Key is on p. 185**.
 - Complete this activity for more practice with reading rhythms.

PROGRESS CHECKPOINT

Informal Assessment

- Number each of the four rhythm patterns on the board for reference.
- Clap one of the patterns and have students signal the number of the pattern you clapped. Continue with the other patterns.

WRAP-UP SLIDE: iSONG | I Bought Me a Cat

- Ask students to recall the rhythm notation they read. (quarter notes, eighth notes, quarter rests)
- Invite them to perform "I Bought Me a Cat", singing the animal sounds expressively.

PORTFOLIO | Creative Unit Project DOCUMENT: Resource Master 1•3, p. 4, STEP 3

Creative Unit Project [4 of 6]

Understanding quarter notes and (2) eighth notes helps students develop the skills needed to create the rhythm for their melody.

- Have students in their project groups pat the beat, being careful to stay together for eight beats.
- Then have them create a rhythm pattern using ♩, ♪, and ♪ ♪ for their eight-beat bar pattern.
- Invite them to practice playing the rhythm pattern on instruments.
- Evaluate how well each group stays together when performing their rhythm patterns:
 - easily
 - with some difficulty
 - with great difficulty

Materials / Resources / Technology

Classroom Materials

- Unpitched instruments: rhythm sticks, wood blocks, triangles, drums
- Resource Master 1•6 (Rhythm for a Poem)
- Resource Master 1•3 (Creative Unit Project)

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

Section 1: Unit 1: Lesson 7: Swing into a Form

Standards

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

MU: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:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

Objectives:

- Show recognition of A A B A form through movement.

Lesson / Instruction

INTRODUCTION

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

CONCEPT OVERVIEW | S1U1L7: Swing into a Form: Interactive

- Invite students to name songs they remember from this unit and to identify and sing one of their favorites.
- Explain that today they will sing a song in a style that is uniquely American, and learn another way to describe music—by looking at its design, or plan.

DESCRIBE | Form

Read about form with the students.

- Ask them to review and sing "Uncle Pen," and name the two sections of the song. (verse and refrain)



- **Ask them** whether they remember another way to name the two sections. (A and B sections)
- **Have students stand and sing** the song again, tapping heels on the downbeats during the A section (verse) and clapping to the beat during the B section (refrain).

iSONG | Uncle Pen: Interactive

Explain

- The order of phrases and section in music creates form .
- In music, form is described with letters.
- For example, A and B can represent sections of music that have contrasting melodies.

IDENTIFY | Form of Three Songs

- **Play** "In That Great Git'n Up Mornin'" (Unison) (Stereo Mix) Audio and discuss the contrasting sections and form.
 - **Listen for the form** of "In That Great Git'n Up Mornin'."
- **Play** "Sing, Sing, Sing." Ask students to count the number of sections in the song as they move freely, feeling the beat.
 - **Guide students to identify** the large form in this song and describe it using letters. (two verses, each with the form A A B A)
 - **Listen for the form** of "Sing, Sing, Sing."
- **Fill in the chart** with your answers.

ACTIVITY | S1U1L7: Form Diagram: Interactive

- **Have them look** at the notation on **Song Anthology p. 226** to describe the form symbols shown there. (A in triangle, B in circle at upper left of each section's starting point)
- **Point out:**
 - "You probably noticed the two sections of "Sing, Sing, Sing."
 - Look at the song notation. The A section occurred twice, followed by the B section, followed by a return of the A section, creating AABA form .
 - What symbols show this form in the song notation?
- **Have students practice** identifying form with another example on **Resource Master 1•11, p. 13**. The **Answer Key is on p. 197**.
- **Guide them to consider** the repeat signs, the number of verses, and the Da Capo al Fine.
- **Complete this page** to identify the form of another song.

SING | Sing, Sing Sing iSONG | Sing, Sing, Sing: Interactive

- Have students sing the song. Call attention to the notation of low B below the ledger line in "Sing, Sing, Sing."

ACTIVITY | S1U1L7: Learn About Swing: Interactive

- **Ask students to read about** jazz and swing. Invite students to write a sentence summarizing an interesting fact they learned
- **Learn to identify** and describe a style of jazz called swing .

HISTORY AND CULTURE | Big Bands

Read:

A big band is typically made up of a rhythm section of piano, string bass, drum set, and guitar. To this are added saxophones, trumpets, trombones, sometimes clarinet and flute, and a vocalist. This type of ensemble was most popular from 1935 to 1945. The music was meant for dancing to—the Lindy Hop, or Jitterbug, became a worldwide dance craze. Musicians such as Fletcher Henderson, Louis Armstrong, and Duke Ellington are three of the most famous jazz musicians and band leaders.

LISTEN | Sing, Sing, Sing

- **Have students study** the still map and locate the instruments pictured in the bandstand, the key, all form icons and musical labels, and other images, such as the musical pathway and dancers.
- **Have them read about** a historic jazz concert, then listen to "Sing, Sing, Sing (with a Swing)." Ask them to compare the Benny Goodman Orchestra sound with that of the ensemble that performs the accompaniment on their song recording.

iLISTENING MAP | Sing, Sing, Sing (with a Swing): Interactive

Read:

Carnegie Hall is a well-known concert hall in New York City. Many famous musicians have performed there, including the King of Swing, Benny Goodman.

On January 16, 1938, the Benny Goodman Orchestra, a popular big band, played one of the most talked-about jazz concerts in Carnegie Hall. The musicians just couldn't stop playing "Sing, Sing, Sing." The audience members were out of their seats and dancing in the aisles. The musicians kept improvising right up to the very intense and swinging end.

MUSIC SKILLS | Listen, Tone Color

- **Use these additional activities** with the "Sing, Sing, Sing" interactive listening map.

Tone Color

- **Have students look** at the key in the bandstand area.
- **Make sure they understand** that the color behind each instrument represents the instrument in the musical pathway. (The conductor's baton represents the entire big band.)
- **Play the map** and follow the highlighting in the pathway, listening for the featured instruments.
- **Using the Audio Only button**, have students aurally identify instruments without the aid of the animation.

Form

- **Have students identify** the order of the music. (Intro, song 1, solo, break, song 2, break, fade out)
- **Have them name** the form of the song "Sing, Sing, Sing." (AABA) Then play the map and have them raise one hand when they hear the A sections and two hands when they hear the B section of the song "Sing, Sing, Sing."
- **You may wish to point out** the additional song "Christopher Columbus," by Leon "Chu" Berry, that also appears in this arrangement.

Game

- **Have students click** the Games button to find instructions for a tone color game.
- **After they click Start**, they will see that the musical pathway has some areas grayed out.
 - At these areas, students listen to identify the predominant instrument playing and click on its box in the bandstand.
 - If they select the correct instrument, its color will fill in the gray area and they will gain a point.

Tone Color

- **Extend students' experiences** with ensembles and instrumental tone colors.
- **Guide them** to distinguish between an orchestra and a band.
- **Point out** that "Sing, Sing, Sing (with a Swing)" was played by a type of band.
 - Bands have mostly wind instruments along with percussion support.
 - They may be seated on a stage or marching to a choreographed routine.
 - Orchestras include string sections with violins, violas, cellos, and basses as well as wind and percussion sections. Orchestras are seated.
- **Invite students to listen** to an example of an orchestra such as the one playing American Salute. At the beginning, wind and percussion instruments are very pronounced and the music suggests a military band. Have students notice how the strings eventually become more obvious.



American Salute (Gould): Audio

MOVE | Show AABA Form

Have students:

- Read about swing dancing.
- With a partner, learn the 16-count step-touch pattern for the A sections of "Sing, Sing, Sing."
- Move in a different direction for the second A section.
- Create a new pattern for the B section.

ACTIVITY | S1U1L7: Swing Dance Steps: Interactive

Read:

- Swing was also a popular dance. The young people of the 1930s were crazy about this lively dance.
- Many of the movements were improvised. The jitterbug was one form of this dance.

Move to swing music.

- Have students choose a "body facing" from the photos on the pupil page, practice it with a partner, and perform the movements with the song.

ACTIVITY | S1U1L7: Body Facings in Swing: Interactive

In swing dancing, dancers change their body facing while doing the steps. Body facing in swing dance refers to how the body surfaces of one dancer relate to the body surfaces of the other dancer: front to front, side by side, front to back. Try different body facings. Then put the steps and body facings together and have fun swing dancing!

MOVEMENT | Locomotor Movement

Sing, Sing, Sing If students need help with their movement for "Sing, Sing, Sing," you might suggest the following step touch pattern.

- A section: R L R (L touch), L R L (R touch) 2 times
- A section: R L R (L touch), L R L (R touch) 2 times
- B section: R (L touch), L (R touch) 4 times
- A section: R L R (L touch), L R L (R touch) 2 times
- When students are comfortable with these locomotor patterns, they can add direction changes: for example, side to side for the A section and forward/backward for the B section.

REACHING ALL LEARNERS | Inclusion

Students with limited gross-motor ability may be able to perform the steps and create new steps by moving their hands in a pattern on top of their desk. Have students

PORTFOLIO | Evaluation

Evaluation

- Give students criteria to evaluate their movement showing A A B A form. Did the movement:
- Use the steps shown in the book for the A and B sections? Yes/No/Not Sure
- Change direction on the second A section? Yes/No/Not Sure
- Keep with the beat? Yes/No/Not Sure
- Change movement when each new section begins? Yes/No/Not Sure
- What suggestions can you make to help your classmates improve the way they showed the change from one section to another?

MOVEMENT | Patterned Movement Performance Choreography: Sing, Sing, Sing See Piano Accompaniments p. 404 for additional choreography to use with "Sing, Sing, Sing."

Patterned Movement: Sing, Sing, Sing Have students try basic swing-dance steps. First have them practice a toe-heel step. Step with the ball of the foot, then bring the heel down (2 beats). Girls start on right foot, boys on left foot. Then have students dance the basic 6-beat step.

Formation: Partners face each other, holding hands.

Beats 1–4: Girls: Toe-heel on R foot; toe-heel on L foot.

Boys: Toe-heel on L foot; toe-heel on R foot.

Beats 5–6: Girls: Step R foot back, then step L foot in place.

Boys: Step L foot back, then step R foot in place.

MOVEMENT | Creative Movement

In "That Great Git'n Up Mornin'" Once students have defined form and labeled contrasting sections, make them aware of two common musical forms, ABA and rondo. Tell them that a rondo has an A section that repeats between as many different contrasting sections as desired, so a rondo could be shown as ABACA or ABACABA, for example.

- **Invite students** to create three contrasting movements to use with the refrain (A section), verse (B section), and a new 16-beat interlude (C section) in "In That Great Git'n Up Mornin'." Have them practice the song and movement to show ABA form (refrain-verse-refrain).
- **Then have students divide into two groups**, a small one to play instruments and a large group to sing and move. Guide the small group to improvise a 16-beat section on C pentatonic pitches.
- **When they are ready**, have the two groups perform and move to show an ABACA or ABACABA rondo.

LINKS | Art

Show Same and Different Sections Visually Review with students that they listen for same and different sections to understand the form of a song or musical selection. Tell them that visual arts can show same and different as well. Have them draw or paint a picture that represents ABA or AABA form. They may include abstract or realistic shapes or objects. Encourage them to think about contrasting elements such as shape, color, size, texture, and pattern.

PROGRESS CHECKPOINT Sing, Sing, Sing (Stereo Mix) Audio

Informal Assessment

- **Invite students to perform** their swing dance with a partner for another couple during "Sing, Sing, Sing."
- Switch roles.
- Invite the class to discuss how each pair showed the A A B A form through movement and give suggestions for improvement. (See PORTFOLIO | Evaluation, below.)

Materials / Resources / Technology



Classroom Materials
Resource Master 1•11 (Musical Form)

Recess 2:30pm - 2:45pm

Band/Choir - 6 2:45pm - 3:30pm

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- 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:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- 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: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:Pr4.3.7a** 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.

Objectives:

- Get students familiar with all the chords on the ukulele
- Choose a song for the Winter Concert and begin practicing

Lesson / Instruction

Note: In the beginning band class, warm-up and tuning will usually occupy most of the rehearsal period, usually at the expense of the primary rehearsal selection.

(10 mins) Warm-Up and Tuning:

- Have students begin warming up

Once Players are Warmed Up:

1. **Tune the Band**

- a. **Instruction and Evaluation** - relating to various aspects of musicianship including:
 - a. rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
- b. **Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
- c. **Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

(5 mins) The Familiar Selection (TBD)

1. **Play music confidently before starting the primary rehearsal selection**

- a. Select short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible
- b. Do not spend time "rehearsing" this selection

(15 min) The Primary Rehearsal - (TBD) *Receives the most attention during the rehearsal*

1. Go beyond the "woodshedding" stage, ready to enter the next phase of learning
2. Rehearse this selection in sections
3. Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
4. Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

(10 min) The Secondary Rehearsal Selection - (TBD) *Woodshed (rehearse difficult passages until played flawlessly) a selection which has recently been sight-read*

1. Thoroughly familiarize students with a "fresh" piece of music
2. Rehearse in sections, repeating and drilling as necessary

(5 min) Sight Reading - *Once reviewed, this selection will move to the secondary rehearsal stage*

1. Choose a **NEW SELECTION** of music and read it in its entirety recognizing elements of music:
 - a. rhythm (patterns)
 - b. melody (scale)
 - c. harmony (arpeggio - one note after another rising or descending)
 - d. style (genre)

(5 min) The Fun Selection (TBD) (Closer)

1. Choose a music selection that students savor and perform masterfully



Tuesday 09/17/2024

Breakfast Duty 8:00am - 8:20am

Choir - 7 & 8 8:35am - 9:30am

Grade 6: Section 2: Unit 1: Lesson 1: Basic Pitches and Rhythms (Review of Basic Theory)

Standards

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: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:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Objectives:

- Read a song with do, re, mi, and basic rhythms
- Piano and Guitar play with song "Good News"

Lesson / Instruction

READ | Good News

Give students an overview of the lesson.

CONCEPT OVERVIEW | S2U1L1: Basic Pitches and Rhythms

ACTIVITY | S2U1L1: Read Rhythms in Meter in 4

- Review various rhythms. Find them in the song
- Have students identify the meter and review its meaning. (; 4 beats per measure, quarter note gets one beat)
- Have students work in groups, with one group saying and clapping the words in rhythm and the other group patting the beat; switch and repeat.
- Find the meter signature in "Good News" and give its meaning. Read the rhythms in this spiritual.

PITCH SOUNDS AND SYMBOLS

- Find lines in "Good News" with the same melody. (1 and 3)
- Read the pitches and rhythms in this spiritual.
- Observe the accents to make your singing expressive. Sing "Good News."

Have students:

- Listen to and sing "Good News" with the recording.

MUSIC SKILLS | Analyze Circle of Fifths

Have students:

- Investigate the Circle of Fifths to find the key of "Good News."
- Have them find the key signature of "Good News" in the blue circle and click on it. This will highlight a wedge with information related to the key signature.
 - The green circle tells the number of sharps or flats.
 - The yellow circle tells the major key.
 - The red circle tells the minor key.
- Have students look at the pitches in the song and determine if the song is G major or E minor.
- Point out that as you go clockwise around the circle, each key is a fifth away from the last one.

VIRTUAL WIND INSTRUMENTS | Woodwinds (Recorder, Flute, Oboe, Clarinet, and Bassoon)

- Have students use the Virtual Wind Instruments/Recorder to play recorder sounds on a keyboard.
- Play "Good News" on the keyboard with the recorder sounds.
- Have students play a guitar accompaniment to "Good News" in the key of C. (C and easy G chord)

GUITAR | Grades 6-8

- Play an accompaniment to "Good News" on guitar in the key of C. It only uses two chords, C and G. Use Guitar G•2 page 5.
- Have students use Guitar G•10 p. 29 for a guitar strum pattern for the C and G chord accompaniment.
- Add a strum pattern to your accompaniment using Guitar G•10 page 29.
- If the class is sharing guitars, have some students work with C and G chords on Virtual Guitars while they are waiting their turn. They can click on the chord symbol to get a strum.

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Dribbling and Passing Unit (Feet)

Standards

2.1b Explore toys and objects with hands and mouth.

2.1c Exhibit a variety of small motor 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.
- 2.2i Manipulate objects with large muscles.
- 2.3b Focus eyes on near and far objects.
- 2.3c Calm with assistance.
- 2.3h Adapt movements to specific situations.
- 4.1a Notice and imitate gestures.
- 4.1b Repeat actions again and again to see effects.
- 4.1e Investigate how things move.
- 4.1g Show interest in new activities.
- 4.2b Engage familiar adults and children in interactions.
- 4.2f Make decisions and choices.
- 4.2h Plan and achieve a goal.
- 4.3d Explore objects by repeating and varying the approach.
- 4.3f Develop skills through repetitive practice.
- 4.5a Act on a object to make sound or movement.
- 1.8c Demonstrate feeling safe with familiar adults.
- 1.8e Respond to requests made by familiar adults.
- 1.9d Play side by side with another child.

Objective:

- Effective Dribbling and Passing Skills with Hands

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-up (5 min)

- Alphabet Walk (Card 11) **NEED ALPHABET LETTERS**

Go Fitness - Tag You're It! - Aerobic Games (12 min)

- Partner Dodge (Card 97) *Change partners every three minutes*

Go Activity (15 min)

- **Dribbling and Passing (hands)**
 - Ball Handling Skills (Card 222)
 - Pass It On Game (Card 223)

Cool-down (5 min)

- Simon Says (Card 5)

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

VOLLEYBALL UNIT

Standards

- 4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.
- 4.PE.6 Analyze opportunities for participating in physical activities outside health enhancement class.
- 4.PE.10 Demonstrate responsible behavior in independent group situations.
- 4.PE.9 Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.
- 4.PE.12 Listen respectfully to corrective feedback from others.
- 4.PE.11 Reflect on personal social behavior in physical activity.
- 4.PE.14 Recognize and support individual differences in movement performance at all skill levels.



- 4.PE.1 Use a combination of motor skills to engage in a variety of activities.
- 4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and

Objective:

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Fast Walk (Card 4)

(10 min) Go Fitness: Cardiovascular Activities: Aerobic Games

Materials: 1 plastic hoop, 4 bean bags per 4-5 students

1. Barker's Hoopla (Card 59)

(25 min) Go Activity: Volleyball: CATCH Challenge 1

Materials: 1 Volleyball per 3-5 students/hoops, net

1. Circle Keep-It Up (card 589)
2. Hoop Serve (Card 590)

(5 min) Cool-down

1. Stretch Routine (Card 273-274)
 1. Neck: turn head side to side, turn head left and right
 2. Chest: clasp hands behind you and raise arms
 3. Back: wrap arms around upper body as though hugging yourself
 4. Truck, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
 5. Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
 6. Quads: Reach back to grab foot and pull up to back of thighs
 7. Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
 8. Hips: Lunge all the way until the back leg is extended as far as it can go

Recess 1:45pm - 2:00pm

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

VOLLEYBALL UNIT

Standards

- 3.PE.7 Engage in the activities of health enhancement class without teacher prompting
- 3.PE.13 Recognize the role of rules and etiquette in physical activity with peers.
- 3.PE.6 Chart participation in physical activities outside health enhancement class.
- 3.PE.10 Practice personal responsibility in teacher-directed activities.
- 3.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 3.PE.12 Accept and implement specific corrective teacher feedback.
- 3.PE.9 Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.
- 3.PE.11 Work independently for extended periods of time.
- 3.PE.14 Support and work cooperatively with others.
- 3.PE.16 Work independently and safely in physical activity settings.
- 3.PE.1 Perform a combination of motor skills in various contexts.

Objective:

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Fast Walk (Card 4)

(10 min) Go Fitness: Cardiovascular Activities: Aerobic Games

Materials: 1 plastic hoop, 4 bean bags per 4-5 students

1. Barker's Hoopla (Card 59)



(25 min) Go Activity: Volleyball: CATCH Challenge 1 **Materials:** 1 Volleyball per 3-5 students/hoops, net

1. Circle Keep-It Up (card 589)
2. Hoop Serve (Card 590)

(5 min) Cool-down

1. Stretch Routine (Card 273-274)
 1. Neck: turn head side to side, turn head left and right
 2. Chest: clasp hands behind you and raise arms
 3. Back: wrap arms around upper body as though hugging yourself
 4. Truck, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
 5. Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
 6. Quads: Reach back to grab foot and pull up to back of thighs
 7. Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
 8. Hips: Lunge until the back leg is extended as far as it can go

Practice Time 2:45pm - 3:30pm



Wednesday 09/18/2024

Breakfast Duty 8:00am - 8:20am

Band - 7 & 8 8:35am - 9:30am

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- 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:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- 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: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:Pr4.3.7a** 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.

Objectives:

- Go over class procedures and expectations
- Students will select instruments
- Students will be given a copy of the Standard of Excellence Band book for each instrument
- Students select cubbies, label them, and they will put music books and instruments in them

Lesson / Instruction

Note: In the beginning band class, warm-up and tuning will usually occupy most of the rehearsal period, usually at the expense of the primary rehearsal selection.

(10 mins) Warm-Up and Tuning

1. **Embouchure Warmers** - long tones and lip slurs, generally directed downward - [Lessons 1-4, pg. 75-79:](#)
2. **Arm and Finger Warmers** - [Excellerator 4A and 4B, pg. 104](#)
 - a. Scales, intervals, arpeggios, articulations (how each note is played, e.g. fermata, staccato)

Once Players are Warmed Up:

1. **Tune the Band** - [Score on pg. 000](#)
 - a. **Instruction and Evaluation** - relating to various aspects of musicianship including:
 - a. rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
 - b. **Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
 - c. **Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

(5 mins) The Familiar Selection - [Lesson #16, pg. 97 "Hot Crossed Buns"](#)

1. **Play music confidently before starting the primary rehearsal selection**
 - a. Select a short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible
 - b. Do not spend time "rehearsing" this selection

(15 min) The Primary Rehearsal - *Receives the most attention during the rehearsal* - [Lesson #17, pg. 97 "Au Claire..."](#)

1. Go beyond the "woodshedding" stage, ready to enter the next phase of learning
2. Rehearse this selection in sections
3. Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
4. Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

(10 min) The Secondary Rehearsal Selection - *Woodshed (rehearse difficult passages until played flawlessly) a selection which has recently been sight-read*

1. Thoroughly familiarize students with a "fresh" piece of music
2. Rehearse in sections, repeating and drilling as necessary

(5 min) Sight Reading - *Once reviewed, this selection will move to the secondary rehearsal stage*

1. Choose a **NEW SELECTION** of music and read it in its entirety recognizing elements of music:
 - a. rhythm (patterns)
 - b. melody (scale)
 - c. harmony (arpeggio - one note after another rising or descending)
 - d. style (genre)



(5 min) **The Fun Selection (Closer)** - TBD (for now "Hot Crossed Buns")

1. Choose a music selection that students savor and perform masterfully

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

In the Spotlight: Lesson 3: Spotlight on Fun

Standards

MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.

MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Objectives:

- Children will learn how music provides ways to show feelings.

Lesson / Instruction

GOAL: Sing with Expression and move, "If You're Happy"

ANALYZE | Opening Text SLIDE: IN THE SPOTLIGHT | SOU0L3: Spotlight on Fun

- **Display** the slide Spotlight on Fun.
- **Discuss** with children things that make them happy and ways they show that they are happy. (smiling, singing, dancing, skipping)

LISTEN | If You're Happy SLIDE: iSONG | If You're Happy DOCUMENT: Song Anthology, p. 67

- Have children listen to "If You're Happy" to see how the song suggests expressing happiness. (clap your hands, tap your foot, nod your head, do all three)

SING | If You're Happy AUDIO: If You're Happy (Stereo Mix)

Have children:

- Sing along with expression and do the actions for each verse as you play the song.
- Name the movement in the song that made no sound. (nod your head)
- Think of other movements without sound and sing the song with these new words. (smile for me, wink your eye, wave your hand, wiggle your nose)

MUSIC SKILLS | Play AUDIO: If You're Happy (Instrumental)

Play (musical game):

- **Have children** add unpitched instruments on each action; for example, clap —tambourine, tap —drum, nod —triangles.

Create:

- **Play** a game creating new verses for this seasonal song about being happy (or not) at the start of school.
- **Work with** children to write additional verses.
- **Sing** the song with the new verses, using the instrumental track.
 - *If you're happy and you know it, strike a pose/shout hurrah/let's all laugh*
 - *If you're angry and you know it, frown and growl; if you're sleepy and you know it, snore and whistle.*

LINKS | Reading

Reading: Initial Consonant Sound— H

- Have children find words beginning with H in the first verse of the song. (happy, hands) Write the words on the board. As children sing the song, have them think these words without singing them, substituting a gesture for each word as you point to it.

MOVEMENT | Non-locomotor Movement

"If You're Happy"

- This song gives children the opportunity to explore and dramatize a range of emotions.
- Have them stand in one place and learn the following words and actions.
- *If you're happy and you know it, give a smile: give OK sign twice.*
- *If you're sad and you know it, shed a tear: say Boo, hoo, rub eyes.*
- *If you're scared and you know it, hide your eyes: say Oh, no! and turn head and cover eyes.*
- *If you're angry and you know it, stamp your feet: make an angry face and stamp twice.*
- *If you're loving and you know it, give a hug: put arms around self and rock side to side.*

Once children know the words:

- Have them walk as they sing and do the motions in front of classmates nearby allows them to relate to a variety of classmates)

WRAP UP

- **Ask children** to think of ways that they can make other people happy, such as being kind to them, being friendly, and being helpful.
- **Invite** them to sing "If You're Happy and You Know It" again as a game:
 - With some children performing the actions
 - With others playing instruments on keywords.
- **Assess** children's ability to play the game as they sing.

SCHOOL TO HOME DOCUMENT: "If You're Happy," pg. 67 SONG ANTHOLOGY | Grade K

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

Section 1: Unit 1: Unit Assessment: Spotlight Your Success!

Standards



- MU:Cr1.1.5b** Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.
- MU:Cr3.1.5a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.
- MU:Cr3.2.5a** Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.
- MU:Pr4.2.5a** 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:Pr5.1.5b** Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

Lesson / Instruction

UNIT REVIEW

- **Remind students** that in this unit they have learned about the music of America.
 - They heard a song about Americans, a speech piece, a spiritual, and a song with Spanish words.
 - They have also listened for various note values and for pentatonic pitches.
- **Have students echo-clap** rhythm patterns using 1/4, 2 8th, 1/4 rest and
 - You or a student may be the leader, creating the patterns.
 - Patterns may also be written on the board.

ASSESSMENT OPTIONS

- Use **Resource Master 1•13**, pp. 15-16 for written test. **Answer Key is on p. 197**

REVIEW

UNIT REVIEW | S1U1L9: Review: **Interactive**

- **Display** each page in the slideshow, read the question aloud and guide students to read all answers shown.
- **Read** the letters of the possible answers to the class.
- **Have each student signal** with a palm close to the chest when his or her answer is read. You may invite a student volunteer to choose an answer on the slide. (1. d; 2. c; 3. a; 4. b)

READ AND LISTEN

UNIT REVIEW | S1U1L9: Read and Listen: **Interactive**

- **Display each page in the slideshow, read the question aloud and guide students to read all answers shown.**
- **Have students listen** to the audio.
- **Read** the letters of the possible answers to the class.
- **Have each student signal** with a palm close to the chest when his or her answer is read. You may invite a student volunteer to choose an answer on the slide. (1. b; 2. b)

THINK!

UNIT REVIEW | S1U1L9: Think!: **Interactive (\$ SLIDES)**

- **Encourage** students to answer the questions thoughtfully, using complete sentences.
- **You may use** the Write activity as a discussion question.
- **You may have student volunteers type** individual or group answers on each slide. (Note: Clicking on an answer line in any THINK! slide causes a text box to open for that line in which you or students may type an answer.
- **To continue an answer on the next line**, click to open a new text box or click enter/return and resume typing.)

Portfolio Opportunity

1. Both songs have pentatonic melodies.
2. Answers will vary.
3. Come, all kinds of Americans, sing a song of freedom and stand as one.
4. Answers will vary.

CREATE AND PERFORM

UNIT REVIEW | S1U1L9: Create and Perform: **Interactive**

- **Have partners or groups follow** the instructions to create a melody with pentatonic pitches in the key of C or G.
- **Check for** two or more dynamics, and give feedback to each pair or group based on the instructions.
- **Ask them to justify** what they are changing or not changing as they revise their work.

PORTFOLIO | Creative Unit Project

- Finish Creative Unit project from 2 weeks ago

Materials / Resources / Technology

Classroom Materials

Instruments: various pitched instruments
Resource Master 1•2 (Creative Unit Project)
Resource Master 1•3 (Creative Unit Project)
Resource Master 1•13 (Unit Review)
Resource Master 1•14 (Self-Assessment)
Resource Master 1•15 (Teacher Assessment)

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

VOLLEYBALL UNIT



Standards

- 5.PE.15 Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
- 5.PE.14 Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
- 5.PE.19 Analyze the social benefits gained from participating in physical activity.
- 5.PE.16 Apply safety principles with physical activities.
- 5.PE.5 Analyze the impact of food choices relative to physical activity, youth sports, and personal health.
- 5.PE.7 Actively participate in all activities of health enhancement class.
- 5.PE.4 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.
- 5.PE.17 Compare the health benefits of participating in selected physical activities.
- 5.PE.13 Critique the etiquette involved in rules of various activities.
- 5.PE.8 Differentiate between skill-related and health-related fitness.
- 5.PE.1 Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.18 Express, through various media, the enjoyment and/or challenge of participating in a favorite physical activity; and

Objective:

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Fast Walk (Card 4)

(10 min) Go Fitness: Cardiovascular Activities: Aerobic Games Materials: 1 plastic hoop, 4 bean bags per 4-5 students

1. Barker's Hoopla (Card 59)

(25 min) Go Activity: Volleyball: CATCH Challenge 1 Materials: 1 Volleyball per 3-5 students/hoops, net

1. Circle Keep-It Up (card 589)
2. Hoop Serve (Card 590)

(5 min) Cool-down

1. Stretch Routine (Card 273-274)
 1. Neck: turn head side to side, turn head left and right
 2. Chest: clasp hands behind you and raise arms
 3. Back: wrap arms around upper body as though hugging yourself
 4. Trunk, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
 5. Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
 6. Quads: Reach back to grab foot and pull up to back of thighs
 7. Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
 8. Hips: Lunge all the way until the back leg is extended as far as it can go

Recess 2:30pm - 2:45pm

Band/Choir - 6 2:45pm - 3:30pm

Standards

- MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- 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:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.



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: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:Pr4.3.7a 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.

Objectives:

- Get students familiar with all the chords on the ukulele
- Choose a song for the Winter Concert and begin practicing

Lesson / Instruction

Note: In the beginning band class, warm-up and tuning will usually occupy most of the rehearsal period, usually at the expense of the primary rehearsal selection.

(10 mins) Warm-Up and Tuning:

- Have students begin warming up

Once Players are Warmed Up:

1. Tune the Band

- Instruction and Evaluation** - relating to various aspects of musicianship including:
 - rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
- Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
- Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

(5 mins) The Familiar Selection (TBD)

1. Play music confidently before starting the primary rehearsal selection

- Select short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible
- Do not spend time "rehearsing" this selection

(15 min) The Primary Rehearsal - (TBD) *Receives the most attention during the rehearsal*

- Go beyond the "woodshedding" stage, ready to enter the next phase of learning
- Rehearse this selection in sections
- Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
- Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

(10 min) The Secondary Rehearsal Selection - (TBD) *Woodshed (rehearse difficult passages until played flawlessly) a selection which has recently been sight-read*

- Thoroughly familiarize students with a "fresh" piece of music
- Rehearse in sections, repeating and drilling as necessary

(5 min) Sight Reading - *Once reviewed, this selection will move to the secondary rehearsal stage*

- Choose a **NEW SELECTION** of music and read it in its entirety recognizing elements of music:
 - rhythm (patterns)
 - melody (scale)
 - harmony (arpeggio - one note after another rising or descending)
 - style (genre)

(5 min) The Fun Selection (TBD) (Closer)

- Choose a music selection that students savor and perform masterfully



Thursday 09/19/2024

Breakfast Duty 8:00am - 8:20am

Choir - 7 & 8 8:35am - 9:30am

Sound of Music Movie (for Spring Concert)

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- MU:Cn11.0.7a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.
- MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.
- MU:Re8.1.7a** Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

Objectives:

- Watch a specific musical to show students different ways in which to perform music:
 - with real-world situations
 - as a demonstration of a genre that can be used for an entire performance
 - to demonstrate music in a culturally relevant time period.

Lesson / Instruction

1. Watch the first half of the musical "*The Sound of Music*" today, with the conclusion shown tomorrow.
2. Students will have an accompanying worksheet for the film.

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Dribbling and Passing Unit (Feet)

Standards

- 1.PE.12** Respond appropriately to general feedback from a teacher.
- 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.
- 1.PE.18** Understand that challenges in physical activities can lead to success; and
- 1.PE.13** Exhibit the established protocols for class activities.
- 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.7** Actively engage in health enhancement class.

Objectives:

- Dribbling and Passing Effectively
- Kicking for Accuracy

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-up (5 min)

- Alphabet Walk (Card 11) **NEED ALPHABET LETTERS**

Go Fitness - Tag You're It! - Aerobic Games (12 min)

- Partner Dodge (Card 97) **Change partners every three minutes**

Go Activity Dribbling and Passing - Kick for Accuracy (Card 207) (15 min)

- Run the course with a partner passing back and forth



Cool-down (5 min)
• Simon Says

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

IN THE SPOTLIGHT: Lesson 4: Patriotic Medley

Standards

MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.

MU:Pr6.1.3a Perform music with expression and technical accuracy.

MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Objectives:

- Be introduced to a medley dedicated to America

Lesson / Instruction

GOAL: Learn a medley about America, Patriotic Medley

DESCRIBE | Medley SLIDE: IN THE SPOTLIGHT | S0U1L4: Lesson 4

- **Have students** look at the title of the song.
- **Tell them** that a medley is made up of two or more songs combined - a "Patriotic Medley."
 - "You're a Grand Old Flag,"
 - "This Land is Your Land"
 - "America the Beautiful"
- **Ask** if students are familiar with any of these songs
- **Invite** a volunteer to read aloud the introduction

LISTEN | Patriotic Medley SLIDE: iSONG | Patriotic Medley

Have students:

- **Listen** to "Patriotic Medley" as they follow the lyrics.
- **Identify** when the song changes occur by raising their hands.
- **Call attention to** the first and second endings and repeat sign used in the Song Anthology

SING | Patriotic Medley

- **Ask** students to sing the medley with the recording. **Use:** *Piano Accompaniments p. S7*

MOVE | Patriotic Medley

- **Divide** students into three groups and assign each group one song from the medley.
- **Have each group** stand and sing their assigned song with the recording.

MOVEMENT | Patterned Movement

"Patriotic Medley"

Formation: Circle; students have red, white, and/or blue scarves, ribbons, or paper streamers in one or both hands.

A Section: March counterclockwise (8 beats); stand and shake streamers low 4 beats, high 4 beats (8 beats). March clockwise (8 beats); stand and shake streamers going low to high (8 beats). Repeat A Section. Rest 4 beats for transition.

B Section: Sashay counterclockwise (8 beats); bounce with hands on knees (8 beats). Reverse (16 beats); 3 steps into center shaking streamers at different levels; freeze on beat 4 and repeat; reverse back to circle (16 beats). Repeat first 16 beats of B.

C Section: Face counterclockwise and sway left and right into circle (streamers high) and out (streamers low) with slow steps (16 beats). Reverse direction (16 beats). Face center and sway in (streamers up) and out (streamers low); repeat (8 beats total). For ending, walk to center shaking streamers low and raising hands slowly (8 beats).

MOVEMENT | Additional Patterned Movement

- **Use:** *Piano Accompaniments p. S7* for additional choreography to use with "Patriotic Medley."

WRAP UP

- **Have students** name ways that the songs in the medley show patriotism for America.
- **Have students** stand and sing the entire medley together as a class.

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

IN THE SPOTLIGHT: Lesson 4: Patriotic Medley

Standards

MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.



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: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:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Objectives:

- Learn how specific songs make Americans feel proud.

Lesson / Instruction

GOAL: Learn a medley about America, "Patriotic Medley."

DESCRIBE | Pride in Your Country SLIDE: IN THE SPOTLIGHT | S0U1L4: Lesson 4

- **Discuss** with students how certain songs can make people feel pride for America. Ask students to describe what aspects of America they would sing about.
- **Tell** students that they will learn a medley of patriotic songs that express pride in The United States of America.

Have students:

- **Volunteer** to read the text from the slide aloud.
- **Discuss** the photo and how it is connected to having pride in America.

LISTEN | Patriotic Medley SLIDE: iSONG | Patriotic Medley

- **Ask** students to follow along with lyrics as they listen to "Patriotic Medley." (**Use Song Anthology p. 191 if you wish students to practice repeat signs.**)
- **Have them identify** the songs in the medley. ("*You're a Grand Old Flag*," "*This Land Is Your Land*," "*America the Beautiful*")

SING | Patriotic Medley

- **Invite** students to perform music representative of America by having them stand and sing the medley.
- **Encourage** them to use expression and follow the different tempos. (**Use the recorded accompaniment or Piano Accompaniments p. S5 as appropriate.**)

MOVEMENT | Patterned Movement SLIDE: MOVEMENT | Patriotic Medley

- **Tell students** they will move in groups to patriotic repertoire, using locomotor skills that take them from place to place.

"Patriotic Medley"

Formation: Circle; students have red, white, and/or blue scarves, ribbons, or paper streamers in one or both hands.

A Section: March counterclockwise (8 beats); stand and shake streamers low 4 beats, high 4 beats (8 beats). March clockwise (8 beats); stand and shake streamers going low to high (8 beats). Repeat A Section. Rest 4 beats for transition.

B Section: Sashay counterclockwise (8 beats); bounce with hands on knees (8 beats). Reverse (16 beats); 3 steps into center as streamers shake at different levels; freeze on beat 4 and repeat; reverse back to circle (16 beats). Repeat first 16 beats of B.

C Section: Face counterclockwise and sway left and right (into circle, streamers high and out, streamers low) with slow steps (16 beats). Reverse direction (16 beats). Face center and sway in (streamers up) and out (streamers low); repeat (8 beats total). For ending, walk into center shaking streamers low (8 beats). Raise hands slowly, shaking streamers (8 beats).

ARRANGE | Patriotic Songs

- **Invite** students to suggest additional patriotic songs that could be added to this medley and how they could be incorporated.

WRAP UP

- **Ask students** to think of different ways in which Americans show respect when singing patriotic songs. (standing, right hand over heart, hats off, singing respectfully)
- **Have the class** choose at least one way of showing respect and sing the medley again, paying attention to good posture and breath support.



Friday 09/20/2024

Breakfast Duty 8:00am - 8:20am

Sound of Music Movie (for Spring Concert)

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- MU:Cn11.0.7a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.
- MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.
- MU:Re8.1.7a** Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

Objectives:

- Watch a specific musical to show students different ways in which to perform music:
 - with real-world situations
 - as a demonstration of a genre that can be used for an entire performance
 - to demonstrate music in a culturally relevant time period.

Lesson / Instruction

1. Watch the first half of the musical "*The Sound of Music*" today, with the conclusion shown tomorrow.
2. Students will have an accompanying worksheet for the film.

Choir - 7 & 8 8:35am - 9:30am

Sound of Music Movie (for Spring Concert)

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- MU:Cn11.0.7a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.
- MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.
- MU:Re8.1.7a** Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

Objectives:

- Watch a musical to show how music can be used:
 - with real-world situations
 - as a demonstration of a genre that can be used for an entire performance
 - to demonstrate music in a culturally relevant time period.

Lesson / Instruction

- Watch the conclusion of the musical "*The Sound of Music*".
- Have students finish filling out the worksheet for the movie

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Section 1: Unit 1: Lesson 1: Steady Beat, No Steady Beat

Standards



- MU:Cn11.0.1a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr1.1.1a** With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
- MU:Cr1.1.1b** With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- MU:Pr4.2.1a** With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
- MU:Re8.1.1a** With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

Objectives:

- Perform sounds and movements to show the difference between a steady beat and no steady beat.

Lesson / Instruction

INTRODUCTION SLIDE: CONCEPT OVERVIEW | S1U1L1: Steady Beat, No Steady Beat

- Give children an overview of the lesson using this slide

DESCRIBE | Everyday Sounds

- Invite children to tell about sounds they hear every day. (people talking, cars honking, clocks ticking, birds singing)
- Ask them to describe how some sounds are steady and some are not. (Clocks are steady; birds singing are not.)

MOVE | Gilly, Gilly, Gilly Good Morning SLIDE: iSONG | Gilly, Gilly, Gilly Good Morning

- Have children listen to "Gilly, Gilly, Gilly Good Morning," keeping the steady beat by:
 - **Patting** during section A and
 - **Tapping feet** during section B. (Click the audio for the song in the Overview above or use the iSong.)
- Use the front, back, or split view videos for movement to "Gilly, Gilly, Gilly Good Morning."
 - **Show Video: SOM G1 | JJ Choreography Gilly Good Morning Front**
 - **Show Video: SOM G1 | JJ Choreography Gilly Good Morning Back**
 - **Show Video: SOM G1 | JJ Choreography Gilly Good Morning Split Screen**

MOVE | Hey Children, Who's in Town?

SLIDE: iSONG | Hey, Children, Who's in Town?

- Have children listen to "Hey, Children, Who's in Town?" and echo each phrase in the speech piece, patting with the strong beats and clapping with the weak beats.

SLIDE: LISTENING | Hey, Children, Who's in Town?

- Invite children to say and pat-clap the whole piece, then echo four children's names before repeating.

REACHING ALL LEARNERS | English Language Learners

ELL Adaptation

- **Gestures to Help Explain Meaning of Words in a Chant** Before children listen to "Hey, Children, Who's in Town?" recite each line and demonstrate a gesture for each that will help convey its meaning. Then proceed with the lesson as written.

ELL Intervention Strategies

- **Early Production and Speech Emergence** Have children come up with a one-word label for each gesture used to convey the meaning of the lines.
- **Intermediate and Advanced Fluency** Invite children to discuss which gestures used in the chant are their favorites.

LISTEN / PAT | Steady Beat with Miss Mary Mack SLIDE: iSONG | Miss Mary Mack

- Invite children to listen to "Miss Mary Mack" and pat with the beat, noting when the music gets faster.
- Ask children to describe what they were feeling in the music as they patted. (*beat, a steady feeling*)
- Tell children that this steady feeling is called a "steady beat."

SLIDE: ACTIVITY | S1U1L1: Steady Beat with Miss Mary Mack

- Display the slide and model for children how to tap each black beat bar with the steady beat while listening
- Ask volunteers to take turns tapping the bars with the beat.

SING | Miss Mary Mack DOCUMENT: SONG ANTHOLOGY | Grade 1 pg. 129

- Have children echo-sing phrases of the song until they know it.
- Tap the beat bars with the steady beat as children sing and pat knees with the beat.

HISTORY AND CULTURE | Street Games

Read:

A traditional street game, "Miss Mary Mack" is played with a jump rope or pattern of hand claps. Street games are more than games; they are also a form of social interaction, a chance for children to get together and create their own fun. "Miss Mary Mack," as with most street games, involves cooperating with others. Children have to work together to decide on the rules, figure out how to sing the chant, form strategies, and so on.

LINKS | Physical Education

Jump Rope "Miss Mary Mack" is often played as a jump-rope game. To play, two children hold the ends of the rope while one or more children jump over the middle as everyone sings "Miss Mary Mack." The rope turners should be far enough apart so that the rope goes over the jumper's head but just barely touches the ground as it goes under the feet of the jumper(s).

ANALYZE | Steady Beat and No Steady Beat SLIDE: POETRY | S1U1L1: Ears, Far and Near

- Tell children that they will listen to the poem "Ears, Far and Near" to hear about things that have a steady beat and no steady beat.
- Have them pat with the beat as you read the poem.

R-Controlled Vowels

- Then ask children to clap a steady, four-beat rhythm as you read each of these repeated lines:
 - Walk far away (rest), and then come near (rest), / Listen for a sound, then tell me what you hear (rest).



IDENTIFY | Steady Beat and No Steady Beat SLIDE: ACTIVITY | S1U1L1: Steady Beat, No Steady Beat

- Have children identify which pictures show steady beat and which show no steady beat.
 - **Steady Beat:** Jumping rope, bouncing ball, running dog has steady beat
 - **No Steady Beat:** Woman sweeping, mom pushing baby in carriage, butterfly, men moving piano, girl saying "Hi"

REACHING ALL LEARNERS | English Language Learners

ELL Adaptation

- **Vocabulary:** *Steady* Help children read the title of Lesson 1, "Steady Beat, No Steady Beat," at the top. Help them to understand steady means "not changing," or "the same." Show children how the beat is the same and does not change. Invite children to experiment with the concept by having them play the same beat, by patting knees or using the tops of their desks as drums, for one minute.
- **Vocabulary:** *Beat* Before beginning the lesson, ask children to pat their legs several times along with you. Instruct them to start and stop when you do and to say "beat" for each pat. Repeat the activity and have children tap their feet along with you. Then, write the word beat on the board, and point to it as you say the word several times. Next, show the pictures from ACTIVITY | Steady Beat, No Steady Beat to reinforce the meaning of steady. Then, proceed with the lesson as written.

ELL Intervention Strategies

- **Preproduction** Write the word beat on the board, and ask children to point to the board every time you say the word aloud.
- **Early Production and Speech Emergence** Have children write the word beat when you start and conclude the music activity.

PERFORM | Miss Mary Mack Hand Patterns SLIDE: iSONG | Miss Mary Mack

Have children learn this hand pattern and perform it with each phrase of "Miss Mary Mack." (X=cross arms on chest; P=clap partner's hands)
2/4 | clap | X clap | P rest | P rest | P ||

Try the following activity to reinforce steady beat:

- Have children form a circle.
- Put a set of drumsticks in the center.
- Have the class clap a steady beat in time.
- Have a volunteer walk to the center of the circle and tap each drumstick to the class's clapping.
- The class will stop clapping on your signal, but the person in the center will keep tapping out a steady beat at the tempo provided by class.
 - This can be done at different tempos for each student.

Repeat the pattern for each stanza. Once the pattern is learned, children can speed up the rhythm to make the game more challenging.

PROGRESS CHECKPOINT

Informal Assessment

- Display the SLIDE: ACTIVITY | Steady Beat, No Steady Beat again and have children pat with the beat in response to you pointing to steady beat pictures, and make a different sound and movement when you point to pictures representing no steady beat.

Optional Reteaching

- Choose children who are patting and moving correctly, and have them model the correct responses.
- Divide the class in half, and have each half do only one of the activities.

WRAP UP

- Ask children to describe how they showed steady beat and no steady beat in the lesson.
 - (They patted with the steady beat, and moved and made sounds differently for no steady beat.)
- Close by singing "Miss Mary Mack" once more, patting with the beat.

PORTFOLIO | Creative Unit Project

Creative Unit Project [2 of 6]

- Have children form small unit-project groups and begin unit project by talking about sounds in the environment:
 - that have a steady beat
 - that have no steady beat
- Use examples of sounds found around your school as a way to begin the discussion.
- Children can use Resource Master 1•4, page 5 as a Worksheet. The Answer Key p.192.

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

Dribbling and Kicking Unit (Feet)

Standards

- 1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.3 Move in self-space.
- 1.PE.4 Differentiate between fast and slow speeds, strong and light force.
- 1.PE.7 Actively engage in health enhancement class.
- 1.PE.9 Identify warm-up and cool-down activities related to vigorous physical activity.
- 1.PE.10 Accept personal responsibility by using equipment and space appropriately.
- 1.PE.11 Follow the rules or parameters of the learning environment.
- 1.PE.12 Respond appropriately to general feedback from a teacher.
- 1.PE.13 Exhibit the established protocols for class activities.
- 1.PE.14 Work independently with others in a variety of class environments.
- 1.PE.16 Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

Objective:

- Effective Dribbling and Passing Skills with Hands



Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps
- Meet in the Center Circle

1. Warm-up (5 min)

- Let's Get Together (Card 7)

2. Go Fitness (12 min) *Catch 'em Quick Activities*

- Automobile (Card 57)

3. Go Activity (15 min)

- Dribbling & Kicking (feet) Activities (Card 205)

4. Cool-down (5 min)

- Go Fish (Card 9)

Materials / Resources / Technology

- Hula Hoops, Soccer Ball, Cones for Obstacles/End Zones

Recess 1:45pm - 2:00pm

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

Dribbling and Passing Unit (Feet)

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.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.16** Work independently and safely in physical activity settings.

Objective:

- Effective Dribbling and Passing Skills with Hands

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-up (5 min)

- Alphabet Walk (Card 11) **NEED ALPHABET LETTERS**

Go Fitness/Cardiovascular Activity (12 min)

- Alphabet Walk (Card 11)

Go Activity (15 min)

- **Dribbling and Passing**
 - Kick for Accuracy (Card 207)
 - Run the course with a partner passing back and forth

Cool-down (5 min)

- Simon Says (Card 5)

Materials / Resources / Technology

- Soccer Ball

Band/Choir - 6 2:45pm - 3:30pm

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- 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:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

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: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:Pr4.3.7a 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.

Objectives:

- Get students familiar with all the chords on the ukulele
- Choose a song for the Winter Concert and begin practicing

Lesson / Instruction

Note: In the beginning band class, warm-up and tuning will usually occupy most of the rehearsal period, usually at the expense of the primary rehearsal selection.

(10 mins) Warm-Up and Tuning:

- Have students begin warming up

Once Players are Warmed Up:

1. Tune the Band

- Instruction and Evaluation** - relating to various aspects of musicianship including:
 - rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
- Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
- Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

(5 mins) The Familiar Selection (TBD)

1. Play music confidently before starting the primary rehearsal selection

- Select short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible
- Do not spend time "rehearsing" this selection

(15 min) The Primary Rehearsal - (TBD) *Receives the most attention during the rehearsal*

- Go beyond the "woodshedding" stage, ready to enter the next phase of learning
- Rehearse this selection in sections
- Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
- Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

(10 min) The Secondary Rehearsal Selection - (TBD) *Woodshed (rehearse difficult passages until played flawlessly) a selection which has recently been sight-read*

- Thoroughly familiarize students with a "fresh" piece of music
- Rehearse in sections, repeating and drilling as necessary

(5 min) Sight Reading - *Once reviewed, this selection will move to the secondary rehearsal stage*

- Choose a **NEW SELECTION** of music and read it in its entirety recognizing elements of music:
 - rhythm (patterns)
 - melody (scale)
 - harmony (arpeggio - one note after another rising or descending)
 - style (genre)

(5 min) The Fun Selection (TBD) (Closer)

- Choose a music selection that students savor and perform masterfully

Practice Time 2:45pm - 3:30pm