



Monday 09/23/2024

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 1: Music Moves Me

Standards

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

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

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

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

Objectives:

- Children will move to show recognition of when a song ends

Lesson / Instruction

ACTIVITY | S1U1L1: Are We There Yet?

LET'S BEGIN | Are We There Yet?

Ask students:

- What do you see at the beginning of the trip?
- What is at the end?

ACTIVITY | S1U1L1: Beginning and Ending

DESCRIBE | Beginning and Ending

Ask students:

- Tell the beginning.
- What will the ending be?

ACTIVITY | S1U1L1: Two Sound Colors

MUSIC SKILLS | Describe

Ask students:

- What do you hear in the beginning?
What do you hear at the ending

MOVEMENT | The Hokey Pokey

MOVE | The Hokey Pokey

1. **Sing and move** with the song

iLISTENING MAP | The Hokey Pokey

FIND | Beginning and Ending

- **Find** what happens at the end

ACTIVITY | S1U1L5: Opposites

LINKS | Movement

- **Find** the picture that shows the word.
- **Find** the picture that shows the opposite. Name it.
- **Move** to show opposites.

iSONG | Head and Shoulders, Knees and Toes

SING | Head and Shoulders, Knees and Toes

- **Sing** along!

ACTIVITY | Two Sound Colors (accordion, banjo)

- **Play** each instrument

SCHOOL TO HOME Provide copies of each song to all students

We moved to these songs:

1. "The Hokey Pokey," p. 26.
2. "Head and Shoulders, Knees and Toes," p. 21.

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

Grade 2 | Spotlight on Music: Section 1: Unit 1: Lesson 5: Read and Play Rhythms

Standards

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



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

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

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

Objectives:

- Read and play a rhythm with quarter notes, paired eighth notes, and quarter rests.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L5: Read and Play Rhythms: Interactive

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

Check It Out! (It's About Respect) (Stereo Mix): Audio

- **Clap the rhythm** of the opening section of "Check It Out! (It's About Respect)."
- **Have students sing** the song and clap the rhythm of the opening section with you.
- **Have them recall** the names of the rhythm notation in the A section of the song. (quarter notes, eighth notes, quarter rests)

LISTEN | Chichipapa

LOCATOR MAP | Japan: Interactive

- **Tell students** that the song "Chichipapa." is from Japan. Find Japan on the map.

Chichipapa (The Sparrows' Singing School) (Stereo Mix): Audio

- **Invite them to listen** to a traditional children's song called "Chichipapa."

PLAY | Chichipapa

iSONG | Chichipapa (The Sparrows' Singing School): Interactive

Have students:

- **Read the rhythm** of the song in meter together.
- **Take turns playing** parts of the song on rhythm instruments.
 - For example, play finger cymbals on the word Chichipapa at the end of the song, and rhythm sticks for the rest.
 - *You may wish to use Song Anthology, pp. 36-37.*

iPRONUNCIATION | Chichipapa: Interactive

- **Listen to** the pronunciation for "Chichipapa" and practice the Japanese words.

PLAYALONG | S1U1L5: Chichipapa: Interactive

Have students:

- **Sing** the song and pat its rhythm.
- **Say, then play** the Playalong rhythm as others sing the song again.

PRONUNCIATION | Chichipapa

a f a ther o o bey
e a pe u m oo n
i b ee ? flipped r

MUSIC SKILLS | Play and Sing

PLAYALONG | S1U1L5: Chichipapa: Interactive

Play Have students play a bordun with "Chichipapa." For an easy but effective bordun variation, try one in which three instruments take turns playing. This is known as a "level" bordun. (Share with students that this is not a traditional accompaniment.)

Sing Have some sing the playalong ostinato as others sing the song. Sing on G except for the last pa; sing that on A. (The ostinato is shown in PLAY | Chichipapa, above.)

VIRTUAL Mallet Percussion | Orff Mallet Percussion (Xylos, Metallophones, and Glocks): Interactive

- **Play and sing** these parts together with instruments.

TEACHER TO TEACHER | Accepting Differences

Learning to understand different styles of music helps children accept differences in themselves and others. Music from other cultures has unique sounds. If the sound of a Japanese song like "Chichipapa" is unfamiliar, help children define what they are hearing before they make judgments about whether they like it or not. Ask questions such as: Are they using heavier or lighter voices? Are the instruments like others you know? What do you think the music sounds like?

LISTEN | Japanese Instruments

ACTIVITY | S1U1L5: Japanese Instruments: Interactive

- **Ask a volunteer** to read aloud the text about Japanese instruments.
- **Have students describe** the pictures and listen to the sounds of each instrument.

SING | Riqui Ran

iSONG | Riqui Ran (Sawing Song): Interactive

- **Invite students to review** and sing "Riqui Ran."

SONG ANTHOLOGY | Grade 2: Document

- **Using Song Anthology p. 182, ask students to find** sections (phrases or measures) in the song that have the same rhythm. (Students may identify places by the lyrics or point out measures; for example, the first and second complete measures or the rhythms of phrases "los maderos de San Juan" and "Riqui, riqui, riqui, ran.")



- Have students read and clap the rhythm of the song, saying ran for **one eighth note** and ri-qui for **2-eighth notes**
- Find places in the song that have the same rhythm.

COMPARE | Rhythm Instruments

ACTIVITY | S1U1L5: Instrument Family Sort: **Interactive**

Have students:

- Look at the rhythm instruments on the slide; read aloud the names of the four families and of the unpitched instruments.
- Identify the rhythm instruments, review the names of each, and arrange them into the four families. (Note: tambourines and jingle bells are considered shakers/rattles, not metals, because of the quality of their sound.)

ACTIVITY | S1U1L5: Rhythm Instruments: **Interactive**

Then have students:

- Choose one family of instruments (woods or metals), take turns playing instruments in that family, and compare the different sounds.
- Then do the same with another instrument family.

Resource Master 1•9, p. 10 may be used to list their findings or for categorizing the instruments given. The Answer Key is on p. 185.

PLAY | Rhythms

PLAYALONG | S1U1L5: Ballet Music: **Interactive**

Have students:

- Look at the rhythm on the slide and identify the sections (measures) that are alike. (mm. 1 and 2)

Classify and Categorize

- Read the rhythm which is in meter while gently tapping it with one fist on the other.
- Take turns playing the rhythm lightly on wood instruments.

VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers): **Interactive**

You may wish to use the VIRTUAL PERCUSSION slide and have students play an instrument of their choice.

LISTENING | Ballet Music: **Interactive**

- Point out the picture of the dancer on the Listening slide.
- Ask a volunteer to read aloud the text about Christoph Gluck's "Ballet Music."

PROGRESS CHECKPOINT

Ballet Music from Iphigénie en Aulide (Gluck): **Audio**

Informal Assessment

- Invite students to listen to the "Ballet Music" from Iphigénie en Aulide
- Have them clap or play the rhythm on the page during the A section. (The rhythm is the same as that of the melody in the A section. [The form of the piece is ABA.](#))

WRAP UP

PLAYALONG | S1U1L5: Ballet Music: **Interactive**

- Ask students to name the rhythms they have been reading and playing. (, ,)
- Invite them to play along with, or move to, the "Ballet Music" once more.
- Assess how the students can recall the names of the unpitched instruments and the four different categories that they belong to. (Woods, Metals, Shakers and Rattles, and Drums)

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

Section 1: Unit 2 Opener: Coming to America

Standards

MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.

MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Objectives:

- Learn about music brought to the United States by immigrants of diverse heritage.

Lesson / Instruction

UNIT THEME | Coming to America

UNIT 2 | S1U2L0: Coming to America: **Interactive**

- Discuss the unit theme with students and ask them why people might want to move to a new country.
- Tell students that in this unit they will learn about some of the music brought to the United States by immigrants.
- Have them share ideas about the Essential Question, then have a volunteer read aloud the Coming Attractions.

POETRY | The New Colossus (excerpt): **Interactive**

- Point out to students that the Statue of Liberty is a welcome sight for people seeking freedom and opportunity in the United States.
- Have students read the excerpt from "The New Colossus."

LISTEN | Give Me Your Tired, Your Poor

LISTENING | Give Me Your Tired, Your Poor: **Interactive**

Have students:



- **Notice** the words of the poem as they listen to "Give Me Your Tired, Your Poor."
- **Describe** the song, its message, and its mood. (choral, message of welcome; inspiring mood)

HISTORY AND CULTURE | The Statue of Liberty

The Statue of Liberty French sculptor Frédéric-Auguste Bartholdi created the Statue of Liberty. It was titled "Liberty Enlightening the World" and was presented as a gift from France to the United States in celebration of the country's centennial in 1876. The statue's parts were shipped from France to the United States in enormous crates. It was erected on its pedestal in 1886. Over the years the statue has become a symbol of freedom to people from around the world. In 1903 a bronze plaque displaying Emma Lazarus's poem "The New Colossus" was added to the statue.

COMPARE | Poetry, Music, Fine Art

Have students:

- **Compare** how the poem, music, and fine art (Statue of Liberty) express welcome and freedom. (through words, sounds, and materials)
- **Discuss with a partner** what kinds of dreams people moving to a new country might have.

DESCRIBE | Meaning of Lyrics

- **Direct students to read** about the unit theme song, "The Power of the Dream."
- **Before students sing the song, ask them to read the lyrics on Song Anthology p. 202** to see what qualities help immigrants turn their dreams into reality.

REACHING ALL LEARNERS | English Language Learners

- **Ask students** to read the lyrics to "The Power of the Dream."
- **Comment that** the "American Dream" is a popular concept that relates to the exceptional nature of America, a land of immigrants who strive to reach the goals they have set.
- **Add that** a dream really means a vision or a goal. Go over the figurative aspects of the song: "magic spark that lights the fire of our imagination" or "the dawn of man."
- **Ask students** to write about or draw a picture of their own "American Dream."

SING | The Power of the Dream

iSONG | The Power of the Dream: Interactive

- **Tell students** that tempo is the speed of the beat.
- Referring to the Song Anthology, **have them identify** the tempo term rit. , the abbreviation for ritardando.
 - That means the beat gradually slows down.
- **Ask them to decide** on how they will interpret the ritardando when they sing the song.
- **Guide them to perform** it that way as they sing "The Power of the Dream" with expression.

COMPARE | Musical Styles

GRAPHIC ORGANIZER | Compare—2: Interactive

- **Have students use the organizer** to compare "The Power of the Dream" to "Give Me Your Tired, Your Poor." Write "musical style" and "meaning" in the left column and put the song titles at the tops of the middle and right columns.
- **Add students' responses** within the middle and right columns. (style: solo voice vs choral; meaning: realizing power of a dream vs. U.S. welcoming)

WRAP UP

- **Ask students to describe** what they learned about the unit theme. (Possible answer: People from around the world hope for and dream of freedom.)

Have students:

- **Share a dream** for their future with a partner.
- **Sing** "The Power of the Dream" again.

Recess 2:30pm - 2:45pm

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

Grade 6 | Spotlight on Music: Section 2: Unit 1: Lesson 3: Create with Pitches and Rhythms

Standards

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

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

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

Objectives:

- Create a three-tone melody.

Lesson / Instruction

READ | Words of Wisdom SLIDE: CONCEPT OVERVIEW | S2U1L3: Create with Pitches and Rhythms

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

DOCUMENT: Song Anthology p. 291

- **Have students read** the rhythm of the song, tapping to the beat.

SLIDE: ACTIVITY | S2U1L3: Melodic Movement (1 of 2)

- **Invite students to interact** with the slide in order to review how melodies move.

SLIDE: ACTIVITY | S2U1L3: Melodic Movement (2 of 2)

- **Tell students** melodies move in three ways: repeated notes, **steps, and skips or leaps**.
- **Find examples** of these in "Words of Wisdom." Some examples are **tinted**
- **Ask students to find** additional instances of repeated notes, steps, and skips in the song.

SLIDE: PITCH SOUNDS AND SYMBOLS



You *may* wish to use Pitch Sounds and Symbols:

- **Use the Settings** button to choose **Scale** = do pentatonic; **Pitch** for do = G; and to deselect Pitch Syllables except for do re mi.
- **Invite students** to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order, and to practice singing along with [Song Anthology p. 291](#) and using the hand signs.
- **Discuss** the meanings of the sayings in it.

SLIDE: iSONG | Words of Wisdom

Have students:

- **Sing** the melody with the words, then sing along with the recording.
- **Discuss** the meanings of the sayings.

IMPROVISE | Melodies **SLIDE: SOCIAL STUDIES | Franklin's Sayings**

- **Tell students** they will improvise melodies based on the sayings Franklin published in Poor Richard's Almanac.
- **Read slide** and invite them to discuss the meanings of each of these sayings.

HISTORY AND CULTURE | Benjamin Franklin

Read: Benjamin Franklin (1706–1790)

- A signer of both the Declaration of Independence and the Constitution, Benjamin Franklin was also a printer, philosopher, and scientist.
- Franklin is renowned for his many inventions, notably a musical instrument called the glass harmonica.
- For 25 years, Franklin wrote and published Poor Richard's Almanac, a collection of advice, information, and comments on daily life.

Display or distribute DOCUMENT: Resource Master R*2, p. 110, and have students:

- **Read** each saying in rhythm, tapping to the beat.
- **Recite** the saying as they play the rhythm.
- **Select** sayings for their improvisations.
- **Create** melodic phrases by improvising with repeated notes, steps, and skips using do, re, and mi (G, A, B).
- **Combine** the patterns into pairs and use as an accompaniment to interludes between repetitions of the song.

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

Have students:

- **Improvise a melody** on one of these sayings.
- **Listen for** repeated notes, steps, and skips or leaps *in your classmates' melodies*.
- **Share** the steps it took to improvise melodies.
- **Improvise** new melodic interludes to accompany "Words of Wisdom."

MUSIC SKILLS | Recorder **SLIDE: VIRTUAL RECORDER | Recorder Fingerings**

- **Have students** use the slide to play the melody of "*Words of Wisdom*" on recorder.
- **Show** the recorder fingering (slide) to teach or **review the pitches GAB**.



Tuesday 09/24/2024

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
 - LINK: <http://www.dailymotion.com/video/x8y8ixy>
2. Students will have an accompanying worksheet for the film.

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:

- Traveling
- Fleeing, Dodging, Turning, Twisting, Stretching
- Dribbling, Kicking, Passing and Trapping

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-up (5 min)

- Sticky Popcorn (Card 12)

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

- Find the Treasure (Card 100) **Need:** Bean or small item

Go Activity (15 min) - Dribbling and Passing (feet)

- Triangle Pass (Card 209) **Need: (per 3-5 students)** 1 ball, 4 cones, 3 bean bags

Cool-down (5 min)

- Sticky Popcorn (Card 12)

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

VOLLEYBALL UNIT

Standards

- 4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.
- 4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.
- 4.PE.13 Adhere to rules of etiquette in a variety of physical activities.
- 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.15 Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 4.PE.12 Listen respectfully to corrective feedback from others.
- 4.PE.14 Recognize and support individual differences in movement performance at all skill levels.
- 4.PE.11 Reflect on personal social behavior in physical activity.
- 4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and
- 4.PE.1 Use a combination of motor skills to engage in a variety of activities.

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. Stretch-er-cise (Card 281)

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

1. Veins and Arteries (Card 30)

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

Materials: 1 Volleyball and hoop per pair

1. Hoop Serve (Card 590)
2. Practice volleyball game with net

(5 min) Cool-down

1. Stretching

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.6** Chart participation in physical activities outside health enhancement class.
- 3.PE.13** Recognize the role of rules and etiquette in physical activity with peers.
- 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.9** Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.
- 3.PE.12** Accept and implement specific corrective teacher feedback.
- 3.PE.14** Support and work cooperatively with others.
- 3.PE.11** Work independently for extended periods of time.
- 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. Stretch-er-cise (Card 281)

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

1. Veins and Arteries (Card 30)

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

Materials: 1 Volleyball and hoop per pair

1. Hoop Serve (Card 590)
2. Practice volleyball game with net

(5 min) Cool-down

1. Stretching

Practice Time 2:45pm - 3:30pm



Wednesday 09/25/2024

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

Section 1: Spotlight on Concepts | Unit 1: Music Moves Me | Lesson 1: Move to the Beat

Standards

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

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology.

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

8 Understanding relationships between music, the other arts, and disciplines outside the arts.

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

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.

- 1 Singing, alone and with others, a varied repertoire of music.
- 2 Performing on instruments, alone and with others, a varied repertoire of music.
- 3 Improvising melodies, variations, and accompaniments.
- 6 Listening to, analyzing, and describing music.
- 7 Evaluating music and music performances.

Objectives:

- Move to show the beat of a song.

Lesson / Instruction

Motivate

INTRODUCTION: SLIDE: CONCEPT OVERVIEW | S1U1L1: Move to the Beat

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

iSONG | All Work Together

- Ask children to mirror you as you pat eight steady beats, then stop.
- Repeat several times.
- Have children listen to "All Work Together," mirroring you in patting to the beat. (Avoid mentioning the word beat.)

TEACHER TO TEACHER | Minimizing Verbal Instruction

The younger the child, the less verbal instruction should be used. With kindergartners, keep phrases short and concise. This frees them to focus their listening on the music instead of lengthy verbal instructions.

- Avoid explaining beforehand what they will learn; instead, allow them to first learn by doing, then tell or demonstrate what they learned.
- Allow labeling to come later.

REACHING ALL LEARNERS | Gifted and Talented

- Invite children to find ways to move with the beat, such as nodding their heads, shrugging shoulders, wiggling hips, bouncing on toes, shifting weight from side to side, bending and straightening, twisting, tapping a partner on the shoulder, or moving arms and legs—first one side, then the other.

Develop

DESCRIBE | Early in the Morning SLIDE: ACTIVITY | S1U1L1: Music Moves Me



- Display the slide.
- Invite children to talk about their routines early in the morning.

EXPLORE: Pat to the steady beat of a poem.

LISTEN | Poem SLIDE: POETRY | S1U1L1: Singing-Time

Have children:

- Echo you on each line of the poem "Singing-Time."
- Pat to the beat and mirror you, as you read the entire poem.
- Describe how they were moving. (Accept all reasonable answers; for example, they always did the same movement at the same speed.)

LINKS | Mathematics SLIDE: ACTIVITY | S1U1L1: Tell Time

Mathematics: Tell Time

- Using the clock face of the slide draw the clock hands to show a time in early morning that is "singing time" as described in the poem—the time children wake up.
- Then say the time for children and have them repeat it.
- Repeat the activity with other times, such as "music class" time, lunchtime, and reading time.

MOVEMENT | Mirroring and Positive Reinforcement

- Without verbal directions beyond "Let me see your eyes, please," act out the above poem as you read it.
- Most kindergartners will imitate you without further instruction.
- Compliment them on their ability to match your actions.
- Eventually, all the children will get the idea and join in mirroring you.

Positive reinforcement works best with kindergartners. Children respond well to praise, and it is important to foster their love for music in a positive environment. Avoid criticizing them. Additionally, avoid praising them when their performance is substandard. Compliment them with specific and honest praise for what they do well after each activity.

LABEL: Identify steady beat.

IDENTIFY | Steady Beat

Tell children that the way they were moving is called moving to the steady beat.

PRACTICE: Choose and perform new movements to the beat.

MOVE | All Work Together SLIDE: All Work Together (Stereo Mix)

- Invite children to think of other ways to move in place to the steady beat (for example: swinging, swaying, or any other gross non-locomotor movement).
- Have them move to "All Work Together," singing along as they are able.
- Repeat the activity and assess whether children can perform gross non-locomotor movements accurately with the steady beat.

MUSIC SKILLS | Vocal Development

All children are able to speak and sing in both heavier and lighter registrations. However, children will model only the vocal usage they hear.

- **Help them practice** using and recognizing speaking in heavier and lighter registration using nursery rhymes or songs with a narrow range. With practice, vocal range will increase, and children will be able to use the full range of their voices.
- **Remind** children that good posture ("standing tall") will help them use their voices effectively. As children learn to control their voices, encourage them to treat the vocal experiments of others with respect.

Apply and Close

LISTEN | Time to Sing SLIDE: iSONG | Time to Sing

- Introduce "Time to Sing" to children by playing the song.

PRACTICE: Move to the beat.

MOVE | Time to Sing

- **Ask** children to first mirror you in patting, clapping, swaying, stepping in place, or any other gross non-locomotor movement to the steady beat of "Time to Sing."
- **Then have children** identify the ways of moving to the beat as shown on the slide ACTIVITY | Move to the Beat and as mentioned in the song. ("Time to Sing" is recommended for listening only at this grade level.)

REACHING ALL LEARNERS | English Language Learners SLIDE: ACTIVITY | S1U1L1: Action Words

ELL Adaptation

Vocabulary: Clap and Tap Before beginning the Listen section of the lesson, introduce "Time to Sing" by having children look at slide ACTIVITY | Action Words and identify the ways that the two boys are moving to the beat (clapping hands, tapping toes). Review the terms clap and tap, and ask children to perform each action while saying what they are doing (for example, "clap clap" or "tap tap"). Then, play the recording of the song for the class, and tell children to listen for the words clap and tap.

Review Vocabulary in Song Text When teaching "Time to Sing" in the Sing section of the lesson, use gestures and movements to promote understanding of the key words in the text such as time, sing, song, two, you, me, clap, hands, rhythm, hi, hello, let's, and know. Ask children to mirror your actions in addition to echoing the words.

ELL Intervention Strategies

Preproduction Have children use the ELL slide with action words clap or tap and have them tap the appropriate picture when you perform these movements.

Early Production and Speech Emergence Have children say the word clap or tap each time they hear the words or see the movements performed.

Preproduction Say some of the words from "Time to Sing" practiced in the lesson and have children make body movements that represent the words.

Intermediate and Advanced Fluency Have children make up a short sentence using a few of the words taught in the lesson. Invite volunteers to present their sentences along with gestures and/or movements.



SING | Time to Sing AUDIO: Time to Sing (Stereo Mix) and SLIDE: ACTIVITY | S1U1L1: Action Words

- Have children echo you on the words, then listen to the song again.
- Invite children to sing along as they are able and identify the steady beat by clapping hands or tapping toes to the beat.

LINKS | Reading SLIDE: ACTIVITY | S1U1L1: Time to Sing

Literacy Thorough Music

Music time can provide important opportunities for kindergarten children to use their growing reading skills in identifying reading decodable words, such as sing, clap, tap, say.

- Display the interactive slide ACTIVITY | Time to Sing.
- Point to one word on the left, saying the initial sound.
- Tell children that the word starts with that sound.
- Ask a volunteer to click on the word to reveal the meaning of the word.
- Encourage children to identify sight words in books, and in the classroom.

MOVEMENT | Time to Sing

Patterned Movement: Time to Sing Formation: circle, holding hands. Move with Beats 1 and 3 in the verses of this song.

Verse 1: Four slow steps* counterclockwise on It's time to sing a song or two . Point to someone, to self, to self, and to someone on You with me and me with you . Four slow steps counterclockwise on Time for us to sing a-while . Pat, clap, and pat on Hey, hey, hey.

Verse 2: Repeat Phrases 1, 3, and 4; Phrase 2 = four claps.

Verse 3: Repeat the movement for Phrases 1, 3, and 4, but substitute four toe taps for Phrase 2.

Refrain: Free locomotor movement around the room, waving to others. Return to circle in time for next verse.

**Try eight quick steps for more excitement.* As with all movement in Kindergarten, don't expect all children to move accurately to the beat when walking. For a more advanced dance, have partners hold hands in scattered formation. Have them do the dance, circling themselves on Phrases 1 and 3. They find a new partner on the refrain.

LISTEN | Tutira Mai Nga Iwi SLIDE: LISTENING | Tutira Mai Nga Iwi

- Display the slide LISTENING | Tutira Mai Nga Iwi.

Invite children to:

- Talk about the picture. (Then, read aloud the title. Explain that it means: Here we are, people together.)
- Listen to and move to the beat of "Tutira Mai Nga Iwi."
- Explain to children that a slow piece of music such as this selection, receives the musical name **adagio**, a Italian musical word.

LISTEN / READ | Follow the Beat SLIDE: ACTIVITY | S1U1L1: Follow the Beat

A tapping page encourages children to become actively engaged in both music making and basic reading skills, such as keeping a steady beat, rhythmic chanting, and left-to-right tracking.

- Display the tapping slide.
- Demonstrate using a finger to tap the pictures.
- Have children perform the steady beat on their knees as you tap the pictures with "Tutira Mai Nga Iwi."
- Ask a volunteer to tap on the slide.

HISTORY AND CULTURE | Tutira Mai Nga Iwi SLIDE: LOCATOR MAP | New Zealand

Read: The folk song "Tutira Mai Nga Iwi" is a Maori song from the island country of New Zealand.

- The Maori people are the indigenous people of New Zealand.
- It is believed that the Maori used canoes to migrate from Polynesia to their current home about one thousand years ago.

The words of "Tutira Mai Nga Iwi" are translated as:

- Here we are, people together.
- We seek knowledge and fellowship.
- With love, we follow the light.
- Oh, people, let us be one.

PROGRESS CHECKPOINT

Informal Assessment

- Ask children to close their eyes and move to the beat in a way of their choice.
- Observe how children use their non-locomotor movement to the beat.

Optional Reteaching

- Have children mirror you once again in moving to the beat of "Time to Sing."

PORTFOLIO | Creative Unit Project

LINK: http://catalog.mcgraw-hill.com/repository/protected_content/COMPOUND/50001409/74/30/index.html

Creative Unit Project [2 of 6]

- Tell children that they will move to the beat with two poems ??? - one about a snail and one about a caterpillar.
- Discuss the two animals and how they might move as each.
- (Avoid discussing different rates of speed.)
- Invite volunteers to show each creature's movements.

WRAP UP

- Guide children to recall that they were moving to the steady beat in the lesson.
- Ask them to identify the steady beat by choosing a way to move as they listen to or sing "All Work Together."

SCHOOL TO HOME: SHEET MUSIC: SONG ANTHOLOGY | Grade K | "Time to Sing," p. 160.

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

Section 2: Unit 1: Lesson 2: Practice Basic Rhythms and Pitches



Standards

- MU:Cn11.0.5a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr4.2.5b** When analyzing selected music, read and perform using standard notation.
- MU:Pr4.3.5a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Pr5.1.5a** Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- MU:Pr5.1.5b** Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
- MU:Pr6.1.5a** Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Objectives:

- Read eighth, quarter, and half notes.
- Trace the melodic contour of a do-re-mi song.

Lesson / Instruction

READ | **Babylon's Fallin'**

CONCEPT OVERVIEW | **S2U1L2: Practice Basic Rhythms and Pitches: Interactive**

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

ACTIVITY | **S2U1L2: Rhythm Definition Diagram: Interactive**

- Have students review the rhythm definitions.

SONG ANTHOLOGY | **Grade 5: Document**

Have students:

- Look at the notation on [Song Anthology p. 18](#).
- Describe the lengths of the notes in the song.
- Identify terms and symbols referring to meter, such as meter and 2/4
- Clap and read the rhythm of the song.
- Listen to "Babylon's Fallin'," patting with the beat and following the notation.
- Read the words in rhythm.

ACTIVITY | **Conducting Patterns: Interactive**

Have students:

- Review ways they can interpret 2/4 meter, such as by performing a pat-clap pattern or conducting.
- Practice conducting in two, then conduct the song. (On the slide, set Meter = 2 and Tempo = 80.)

iSONG | **Babylon's Fallin': Interactive**

Have students:

- Refer to [Song Anthology p. 18](#) to read the song with pitch syllables.
- Sing the song and trace the melodic contour.
- Sing the song from memory, without looking at the music.
- Take turns conducting as the others sing.

Have students:

- Review the symbol for the meter, then recall terms that refer to meter. (*2 beats per measure, strong beat*)
- Perform the song they just memorized while interpreting the meter with appropriate body percussion, movement, or conducting pattern.

LINKS | **Language Arts**

Explain:

Use of the Apostrophe The title "Babylon's Fallin'" is an example of two different ways in which the apostrophe mark is used in place of a letter. In the first case, two words— *Babylon* and *is* —are combined to make a single word, *Babylon's*. This is known as a contraction. In the next word, the letter *g* is omitted from *falling* to create a shortened form of the word, *fallin'*.

MUSIC SKILLS | **Recorder**

Students have already been taught about recorders this year so take this opportunity to:

- Introduce students to the new recorder book
- Begin practicing the first few songs in the book
- Have students place books in their cubbies

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

VOLLEYBALL UNIT

Standards

- 5.PE.7** Actively participate in all activities of health enhancement class.
- 5.PE.13** Critique the etiquette involved in rules of various activities.



- 5.PE.6 Chart and analyze fitness benefits of physical activity outside health enhancement class.
- 5.PE.10 Participate in physical activity with responsible interpersonal behavior.
- 5.PE.15 Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
- 5.PE.9 Identify the need for warm-up and cool-down activities related to various physical activities.
- 5.PE.12 Give corrective feedback respectfully to peers.
- 5.PE.14 Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
- 5.PE.11 Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
- 5.PE.16 Apply safety principles with physical activities.
- 5.PE.1 Exhibit competency in fundamental motor skills and selected combinations of skills.

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. Stretch-er-cise (Card 281)

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

1. Veins and Arteries (Card 30)

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

Materials: 1 Volleyball and hoop per pair

1. Hoop Serve (Card 590)
2. Practice volleyball game with net

(5 min) Cool-down

1. Stretching

Recess 2:30pm - 2:45pm

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

Grade 5 | Spotlight on Music: Section 2: Unit 1: Lesson 4: Sing with So

Standards

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

Objectives:

- Sing with so
- Read fermata and upbeat

Lesson / Instruction

READ | Fermata and Upbeat

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

CONCEPT OVERVIEW | S2U1L4: Sing with So: Interactive

- **Have students** refer to Song Anthology p. 181 to study the notation of "O, I'm Gonna Sing."
- **Define** fermata and have students identify the symbol as they read the rhythm.
 - A fermata means to hold that note longer than its value. Find the fermata in the song.

Play "O, I'm Gonna Sing." (Stereo Mix): Audio

- **Review** the definition of upbeat and discuss the effect of the fermata on the upbeat.
- **Encourage students** to recall other songs that have an upbeat, such as "In That Great Git'n Up Mornin'".
 - "O, I'm Gonna Sing" begins with an upbeat, a note that comes before the first full measure.

Ask:

- **How** does the fermata affect the upbeat of this song?
- **What** other songs do you know that begin with an upbeat?

READ | Pitches

- **Use the Settings button** to choose Scale = do pentatonic and Pitch for do = F.
- **Deselect** Pitch Syllables except for do re mi so.



- **Invite students** to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order, and to practice singing along using the hand signs.

PITCH SOUNDS AND SYMBOLS: Interactive

- **Click the pitch syllable names** in any order. Echo the pitches and practice the hand signs.
- **Have students read** the song's melody with pitch syllables and hand signs; have them name the pitch added to do, re, and mi. (so)

ACTIVITY | S2U1L4: Adding to Do Re Mi: Interactive

- Read the melody of "O, I'm Gonna Sing" with pitch syllables and hand signs. What pitch do you find other than do re mi?
- Ask students to sing "O, I'm Gonna Sing" with the words. (The interactive starts with a whole note instead of a pickup note with a fermata above it.)

iSONG | O, I'm Gonna Sing: Interactive and Piano Accompaniments p. 313 for an accompaniment to "O, I'm Gonna Sing.": DOCUMENT

- **Sing the song** with the words.

REACHING ALL LEARNERS | Inclusion

A student who is hearing impaired or deaf may be challenged to participate fully in a music class. You can help the student by touching the shoulder or giving a wave to get the student's attention before speaking or starting an activity. To keep the student on task, have him or her point to the words of the song as the class sings.

MUSIC SKILLS | Guitar, Keyboard and VIRTUAL FRETTED INSTRUMENTS | Strings (Bass, Guitar, Banjo, Ukulele): Interactive

- **Invite** advanced guitar students to play the chords shown above the staff of "O, I'm Gonna Sing."
- **Students might also play** the chords on the Virtual Guitar.
- **This could be done live or by slowing the tempo** of the iSong and turning off the Instruments so that only the Vocals are heard.

VIRTUAL INSTRUMENTS | Keyboards (Organ, Piano, Electric Piano, Harpsichord): Interactive

- **Invite students to play** the melody of "O, I'm Gonna Sing" on a keyboard. The melody falls under the hand well with the right thumb on F.
 - The melody **could also be played** on the Virtual Keyboard.
- Student Text



Thursday 09/26/2024

Breakfast Duty 8:00am - 8:20am



1/2 Day PIR (12:30) 8:35am - 12:30pm

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

Begin Working on Winter Concert Song

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:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

Objectives:

- Get class procedures set up
- Warm up singing
- Test and group students according to vocal range (again)
- Sing first song

Lesson / Instruction

Procedures for class:

- Line Up outside the door (new procedure this year, as other classes will be picked up and dropped off by teachers)
- Be ready ASAP: Get sheet music, arrange selves according to vocal range on risers
- Attendance will be taken - pay attention
- Stop talking and be ready to sing when the teacher gives a quiet sign or taps the podium
- Silence as I work with other vocal groups (may be given a silent activity)

Warm Up:

- **Remind** students how to stand, sit, posture, etc.
 - Head level
 - Hold chest high
 - Shoulders down, slightly back, abs flat
 - Feet hip-width apart
 - Knees slightly bent
 - Imagine a cord attached to your head pulling you straight up
 - Sit on half of the chair, feet flat on the floor (if seated)
- **YouTube** Link: <http://youtu.be/Plm0T4xQWFw?si=bVfnMQHjL Bm9Y3yO>
- **Sing** - Scales UP and DOWN with hand signs (start at octave middle C)
- **Sing** - Pitch matching to piano (various pitches)
- **Continue to test** student's vocal range (Simply Sing app)
- **Place singers** on risers according to the vocal range

T T T T T T T B B B B B B B B
S S S S S S A A A A A A A A

Sing a song that the teacher chooses to work on for 1 to 2 rehearsals:

- "Do Re Me" (from the film): LINK: <https://youtu.be/drnBMAFA3AM>
- "Do Re Mi" Karaoke: LINK: <http://youtu.be/hulqJNimHnw?si=guxQMZa1cyv23pyQ>
- "Ah, Poor Bird" Karaoke 2 - Part Cannon (use no sound) LINK: <http://youtu.be/0aH1LCWkY80?si=ivfHBVAAfirGnH5F>

Note: After some time ask students for suggestions of songs to sing

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

PE - 1 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:

- Traveling
- Fleeing, Dodging, Turning, Twisting, Stretching
- Dribbling, Kicking, Passing and Trapping

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-up (5 min)

- Walking Talking Spelling Bees (Card 14)

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

- Octopus Tag (Card 98)

Go Activity (15 min) - Dribbling and Passing (feet)

- Frozen Dribble (Card 213)

Cool-down (5 min)

- Partner High-5 Together (Card 12)

Materials / Resources / Technology

- Cones
- Hula Hoops
- Soccer Ball

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

Section 1: Unit 1: Opener: Music for the Fun of It!

Standards

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



MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

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).

MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Objectives:

- Sharing music makes learning fun

Lesson / Instruction

GOAL: Introduce the unit theme, *Music for the Fun of It!*

UNIT THEME | Music for the Fun of It! SLIDE: UNIT 1 | S1U1L0: Music for the Fun of It!

- **Tell class** that they are starting a unit with the theme, *Music for the Fun of It!*
- **Ask students** why they think music adds fun to different activities.
- **Explain** to class that music is something people enjoy when they get together.
 - People *sing it, dance to it, share it, learn about it, and have fun with it.*

Have students:

- **Read** about the unit theme and volunteer to describe how students in the picture are sharing through music (*bring fun to many things you do*)
- **Read** and discuss with a partner each listing in *Coming Attractions*

GOAL: Learn the unit theme song. "*Simon Says.*"

SING | Simon Says SLIDE: iSONG | Simon Says and DOCUMENT: Piano Accompaniments p. 275

- **Point out** to students that the unit theme song is a musical way to play the game *Simon Says.*

Have students:

- **Read** the lyrics as they listen to "*Simon Says.*"
- **Sing** along with the recording as you play it again.
 - **Call attention** to the repeat signs

MOVE | Simon Says

When students have learned the song, invite them to respond to the lyrics by moving. Have students:

- Find the actions in the lyrics of the song and move to the words while singing the song.:
 - put hands in the air;
 - shake them;
 - put hands on hips;
 - let backbone slip (wiggle entire body);
 - put hands on head;
 - hands at sides;
 - shake hands to the left,
 - then to the right.

MOVEMENT | Patterned Movement

- Use **DOCUMENT: Piano Accompaniments p. 275** for choreography

HISTORY AND CULTURE | Royal Pair

Read:

Royal Pair: Games We Play This playful dance by the Kathy Dunn Hamrick Dance Company (2001) was performed to original, live music. It included a video introduction that showed how choreographers glean movement material from ordinary life experiences. The choreography explored abstract versions of popular children's games such as: *Simon Says, leapfrog, hopscotch, freeze tag, and musical chairs*, with transitions of running, skipping, and rhythmic hopping and stamping.

GOAL: Introduce a game to learn names. *Concentration.*

LINK | Language Arts SLIDE: POETRY | S1U1L0: Concentration

- **Have students follow along** as you read the words to "*Concentration.*"
- **Establish** a four-beat rhythm pattern using the following motions: pat-clap-snap-snap.
- **Read** the words during the "snap-snap" part of the pattern. (*Note: the words go in column order.*)
 - **For example:**
[pat-clap] Concentration!
[pat-clap] Do the rock.

GAME | Concentration

Have students:

- **Form groups** of eight to learn one another's names (middle names?)
- **Play** the game while reading "*Concentration*" aloud and introducing one another to the class.

ANALYZE | Music and Games

- **Ask students** to discuss how music adds to the fun of the games *Simon Says* and *Concentration.*

WRAP UP

- **Have students summarize** in their own words what they understand about the theme of the unit. (*Music adds fun to different activities.*)
- **If time allows,** as a class, have students play *Concentration* again, saying each name in rhythm.

PORTFOLIO | Creative Unit Project Directions: Resource Masters 1•2, p. 3, Worksheets: 1•3, p. 4

Creative Unit Project Opener:

- **Tell students** that during this unit they will be creating games using speech and rhythm patterns.
- **Discuss** criteria for this project: performing as an ensemble, maintaining a steady beat, matching body percussion to the rhythm of the words.
 - **The games should teach** something and be fun to do



- Have students think of games they like to play
- Ask them to consider things, in addition to names, that a game could teach.

Rubric/Self-Assessment Use Resource Masters 1•13, p. 15 and 1•14, p. 16 to guide students' work on the Creative Unit Project.

- These pages also will be the basis for students' and your evaluations of the final outcome of the project.
- Use the criteria as a checklist to indicate whether or not specific criteria are being met as work on the project progresses.
- Encourage students to add to the list of criteria to guide and monitor their work. When the project is complete, use the rubric to assess their work and performances.
- Students can use the self-assessment to evaluate their own and others' performances and to generate constructive suggestions.

BULLETIN BOARD | Four Ways to Use the Voice

Make a bulletin board illustrating the four ways the voice may be used.

- Using a sheet of paper fitting the bulletin board, divide the paper into four equal boxes using a marker.
- In each box, list one of the ways the voice can be used. For example:
 - In the upper left-hand box, list *Talking*
 - In the lower left-hand box, list *Whispering*
 - List *Singing* and *Calling* in the other two boxes
 - Make pictures of a student doing each of these things and encourage your students to bring in pictures of themselves illustrating them using these four voices.

SCHOOL TO HOME | Letter Home

- Send copies of the **School-to-Home Letter for Unit 1, Resource Master 1•1, p. 1**, home with students

PROGRAM IDEAS | Simon Says

Music for the Fun of It! The songs in Unit 1 remind students how music can make almost any activity more fun. For a program, students could stage a production of the game Simon Says.

Opener: Students sing the unit theme song, "Simon Says."

Narrator: "Simon says sing a song that tells a story." (Sing "When I First Came to This Land.")

Narrator: "Simon says sing a counting song from Hungary." (Sing "Egy üveg alma.")

Narrator: "Sing and clap a fun clapping game song." (Sing "Billy.")

Narrator: "Simon didn't say!" (pause) "Simon says sing a nonsense song from Singapore." (Sing "Chan mali chan.")

Closer: "Simon says sing and dance 'The Happy Wanderer.'"

PERFORMANCE | Choreography Notes

Choreography Notes For choreography to use with songs in this unit, see this grade level's Piano Accompaniments. The following song in this unit has choreography notes:

- "Simon Says"

Materials / Resources / Technology

Classroom Materials:

- Resource Master 1•1 (School-to-Home Letter)
- Resource Master 1•2 (Creative Unit Project)
- Resource Master 1•3 (Creative Unit Project)
- Resource Master 1•13 (Self-Assessment)
- Resource Master 1•14 (Teacher Assessment)

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

Section 1: Unit 1: Opener: Music for Everyone

Standards

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

MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.

MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).



MU:Pr5.1.4a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

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

MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Objectives:

- Learn ways in which music has something to offer everyone

Lesson / Instruction

GOAL: Introduce the unit theme, Music for Everyone

UNIT THEME | Music for Everyone SLIDE: UNIT 1 | S1U1L0: Music for Everyone

Have students:

- **Read** about the unit theme "Music for Everyone" in the student text.
- **Discuss** the Essential Question.
- **Look** at the photograph. Discuss how sharing music at a celebration or parade connects to the unit theme.
- **Preview** the unit by reading and discussing with a partner the Coming Attractions.
- **Discuss** how they can make a difference in someone's life by using music.
- **Discuss** the unit theme with students. Ask them how and why they think music has something to offer everyone.
- **Tell** the class that they will learn how sharing music makes a difference in peoples' lives.
- **Explain** that they will learn music that fosters feelings of hope, happiness, friendship, and peace.
- **Discuss** how sharing this kind of music can promote tolerance of diversity.

GOAL: Introduce the unit theme song, Something for Me, Something for You.

ANALYZE | Something for Me, Something for You SLIDE: ACTIVITY | S1U1L0: Messages in Music

- **Tell students** that the unit theme song "Something for Me, Something for You" contains an important message.
- **Explain** that the song is a collaboration of Larry Long, a musician working for civil rights in the same vein as Pete Seeger and Woody Guthrie, and J. D. Steele, a composer, singer, and producer who comes from a prominent African American family of gospel musicians.
 - The composers consulted their sons (rap music fans aged 11 and 13) and invited rap artist Brian Herron to polish the lyrics for dialect authenticity.
- **Have students** look at the slide "Messages in Music."

DOCUMENT: Song Anthology "Something for Me, Something for You." p. 222

Have students:

- **Read** the lyrics
- **Listen to** the recording of **AUDIO: Something for Me, Something for You (Stereo Mix)**
- **Work with a partner** to discuss the meaning of the lyrics
- **Explain** to students that music can express messages of happiness, hope, and friendship. "Something for Me, Something for You" is a song about how a little sharing between friends can make a big difference

DESCRIBE | Something for Me, Something for You

- **Have students describe** how "Something for Me, Something for You" encourages tolerance. (*The words describe the importance of creating a future that "shuts down" hatred and racism and embraces friendship and peace.*)

REACHING ALL LEARNERS | English Language Learners

- **Help students read** the lyrics of the song "Something for Me, Something for You."
- **Provide background** on Dr. Martin Luther King, Jr. and the famous "I Have a Dream" speech.
- **Explain** that American English, like all languages, has colloquialisms such as Yo!, Put-downs are wack, as well as gotta and gonna. Add that compound words are common in English, including: something, somebody, everybody, and sometimes.
- **Have more English proficient students** work with students to change the colloquialisms to standard English.

LINK | Social Studies

Read:

- Dr. Martin Luther King, Jr. Dr. King was an American civil rights leader.
- Verse 1 of the rap portion of "Something for Me, Something for You" refers to Dr. King's dream, which comes from his famous speech, "I Have a Dream," delivered on the steps at the Lincoln Memorial in Washington, D.C., on August 28, 1963.
- **Have students research** to find recordings of the original speech and describe how Dr. King used the rhythm and intonation of his voice to convey his message.

SING | Something for Me, Something for You SLIDE: iSONG | Something for Me, Something for You

- **Invite students to sing** "Something for Me, Something for You" with the audio.

GOAL: Move to the beat of the unit theme song, Something for Me, Something for You.

MOVE | Something for Me, Something for You

- **Tell students** that the rhythm of a song helps lead a listener through a piece of music.
- **Before students sing** "Something for Me, Something for You" again, ask them to focus on its beat.
- **Explain** that they will clap to the beat with you as they sing the song again.
- **Have students mirror** you as you clap with the beat and they sing and rap along with the recording.

PORTFOLIO | Creative Unit Project



Creative Unit Project Opener

- **Tell students** that, as a unit project, they will be creating rhythmic word chains and performing them with a speech piece spoken in canon.
 - **Their performance will be assessed** on how well they matched the word chain to the rhythm, how accurately they performed the rhythm, and how well they performed the canon.
 - **See directions** on **Resource Master 1•2, p. 3 and 1•3, p. 4**, which function as **Worksheets** for students to use throughout the unit.
 - **Use Resource Masters 1•13, p. 15 and 1•14, p. 16 for Rubric/Self-Assessment** for students to guide their work
1. These pages also will be the basis for students' and your evaluations of the final outcome of the project.
 2. Use the criteria as a checklist to indicate whether or not specific criteria are being met as work on the project progresses.
 3. Encourage students to add to the list of criteria to guide and monitor their work.
 4. When the project is complete, use the rubric to assess their work and performances.
 5. Students can use the self-assessment to evaluate their own and others' performances and to generate constructive suggestions.

WRAP UP

- **Ask students** to describe what they learned about the unit theme. (*Sharing music can make a difference in everyone's life by promoting respect and tolerance for diversity and by encouraging friendship and peace among all people.*)
- **Have students sing** "Something for Me, Something for You" again, clapping to the beat to keep in tempo.

BULLETIN BOARD | What Can Music Give Us?

Label the bulletin board "What Can Music Give Us?"

- **Divide the board** into four squares. In three of them, put a picture of a person the students know something about.
- **Select** three people from different cultures and time periods and have different needs (eg., Daniel Boone, Martin Luther King, Jr., and King Tut).
- **Clarify** that the three profiles should elicit from students what music can offer different people.
- **Write** these things under each person. In the fourth square, draw a blank person, labeled Me.
- **Students write** things in that square that they feel music offers them.

SCHOOL TO HOME | Letter Home

- **School-to-Home Letter for Unit 1, Resource Master 1•1, p. 1**

PROGRAM IDEAS | Music for Everyone

Music For Everyone

- Unit 1 includes a wide variety of songs, both folk and composed, from all over the world.
- The songs collectively convey a theme that music can be shared by people from all walks of life.
- Invite students to write a script that follows this theme, including information about the origin and style of each song.
- The program could include audience participation with the songs "Something for Me, Something for You," and "Somos el barco."
- A possible sequence for the program could be: "My Town, My World," "A Journey," "Ame fure," "Octopus's Garden," "Bu-Vah," "Li'l Liza Jane," "Somos el barco," "Allundé, Alluia," "Old Abram Brown," "A la puerta del cielo," "Peace Round," and "Something for Me, Something for You."

PERFORMANCE | Choreography Notes

Choreography Notes

- **For choreography to use** with songs in this unit, see this grade level's Piano Accompaniments.
- **See also** the videos Kids Gotta Move for demonstrations of selected movements.
- The following songs in this unit have choreography notes:
 - "Ame fure," Piano Accompaniments p. 9
 - "Something for Me, Something for You," Piano Accompaniments p. 275

Materials / Resources / Technology

Classroom Materials

- Resource Master 1•1 (School-to-Home Letter)
- Resource Master 1•2 (Creative Unit Project)
- Resource Master 1•3 (Creative Unit Project)
- Resource Master 1•13 (Self-Assessment)
- Resource Master 1•14 (Teacher Assessment)



Friday 09/27/2024



No School