



Monday 09/30/2024

Breakfast Duty 8:00am - 8:20am

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

### Concert Music Decision This Week

#### Standards

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

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

**MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

**MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

**MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

**MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

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

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

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

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

**MU:Pr4.1.7a** Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

**MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

**MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

**MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

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

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

**MU:Re9.1** Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

**MU:Re7.2.7a** Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

**MU:Re8.1.7a** Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

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

**MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.



**MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

**MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

**MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

**MU:Pr4.3.8a** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

**MU:Pr5.1.8a** Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

**MU:Pr6.1.8a** Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

**MU:Re7.2.8a** Compare how the elements of music and expressive qualities relate to the structure within programs of music.

**MU:Re9.1.8a** Apply appropriate personally-developed criteria to evaluate musical works or performances.

**Objectives:**

- Students will work on perfecting their part in the music ensemble and/or their own individual performance piece for the winter concert.

**Lesson / Instruction**

- A final song selection for the Winter Concert will be decided this week ,and students will begin practicing that song after warm ups.

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**Unit Assessment: Spotlight Your Success!**

**Standards**

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

**Lesson / Instruction**

**UNIT REVIEW**

**iSONG | Looby Loo: Interactive**

- **Remind** children that in this unit they have learned about patterns in music.
  - They have moved to the music in place and in space.
  - They have sung and listened for downward and upward sounds.
- **Have children perform** the movements while listening to "Looby Loo." Encourage them to sing along.

**ASSESSMENT OPTIONS**

At this age, a day-to-day informal measurement of your children's progress should be performed as an integral part of your lesson plans.

- Use the following activities as informal assessments to help measure children's progress. Appropriate responses are suggested in each section, and each Review and Listen slide provides feedback.
- For individualized online assessments, go to the Assessments tab in the main menu and assign tests to children.

**REVIEW**

**UNIT REVIEW | S1U1UA: Review: Interactive**

- **Display** the slide Unit 1 Review.
- **Read** each question aloud while showing the possible answers to the class.
- **Then read the questions again** and have each child signal with a palm close to the chest when you point to or describe his or her answer. ( 1. checkboard; 2. flower)

**LISTEN**

**UNIT REVIEW | S1U1UA: Listen: Interactive**

- **Guide** children to look at the visual representations on the slide Unit Review: Listen .
- **Read** Question 1 and have **children listen to the sounds**.
- **Then read the question again** and have each child signal with a palm close to the chest when you point to or describe his or her answer.
- **Ask** for volunteers to answer Question 2. ( 1. kettle; 2. hammering)

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

**Section 1: Unit 1: Lesson 6: Loud and Soft in Music**

**Standards**

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



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

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

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

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

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

**Objectives:**

- Perform a poem following piano and forte indications.

**Lesson / Instruction**

**LISTEN | Gavotte fantastique**

**CONCEPT OVERVIEW | S1U1L6: Loud and Soft in Music: Interactive**

Give students an overview of the lesson using this slide.

**LISTENING | Gavotte fantastique: Interactive**

- **Invite** students to listen to "Gavotte fantastique" and move to show when they hear changes in loud and soft by raising their hand when it gets loud.
- **Explain** that contrasts of loud and soft make music more interesting.

**HISTORY AND CULTURE | Amy Beach**

**Amy Beach (1867–1944)** has been called the first great woman composer from the United States. She played the piano but wrote music for many different instruments, as well as for orchestras and choirs. One of the ways she studied composing was to write out from memory pieces by great composers. Then she looked at their music to see if she was right. Her music was so popular that "Amy Beach clubs" popped up all across the country.

**MOVE | Dynamic Levels**

**ACTIVITY | S1U1L6: Forte and Piano: Interactive**

**Teach and discuss** with students the Italian expressive terms forte, which means "loud," and piano, which means "soft." Explain that many classical music terms have their origin in the Italian language. Ask students to name and discuss any other Italian words they know that are used for musical expression.

**Ask a volunteer to read** aloud the paragraph about dynamics, forte, and piano. Have students:

- Think of gestures that match the dynamic levels of "Gavotte fantastique."
- Listen to the selection again and move to show the different dynamic levels (loud and soft) with the gestures they planned. (See **MOVEMENT | Creative Movement**, below.)

**MOVEMENT | Creative Movement**

**"Gavotte fantastique"** A simple way to show loud and soft dynamics in music is through movement. Explain the entire activity to students before getting started.

**A Section:** Have students sit, facing a partner. One person is the leader and uses big movements for loud and small for soft. His or her partner mirrors the leader's movements. (Note: there is a pause at the end of the A section.)

**B Section:** Have the leader stand, posing as if a statue. Tell the partner to move around the leader, responding to the music. On your signal, have students switch roles. When the section ends, tell all students to freeze. (Note: there is a pause at the end of the B section.)

**Ask students** to sit, mirroring their partner again, for the repeat of the A section. This time, though, the other person is the leader. On the loud ending, tell all students to stand and do large, independent movements. On the last note, all students freeze in a dramatic tableau.

**LISTEN / SING | Baby Beluga**

**SONG ANTHOLOGY | Grade 2: Document**

**Have students:**

- Find the **f** and **p** markings in "Baby Beluga." **Song Anthology**, pp. 16-17.

**iSONG | Baby Beluga: Interactive**

**Have students:**

- **Listen** to "Baby Beluga" and move with the gestures they previously planned for forte and piano.
- **Sing** the song with forte (loud) and piano (soft) dynamics.

**DESCRIBE | Story and Instruments**

**POETRY | S1U1L6: Loose Tooth: Interactive**

**Have students:**

- **Read** "Loose Tooth" aloud together.
- **Discuss** the story it tells.

**Have students:**

- **Read** "Loose Tooth" again, this time observing the dynamic markings.
- **Circle** the dynamic markings in the music with the Pencil Tool. (See **Song Anthology**, p. 133.)
- **Identify** and distinguish different ways they can use their voice for the dynamics forte (speak loudly or shout) and piano (speak softly or whisper).

**ACTIVITY | S1U1L6: Play Words: Interactive**

- **Look at** the Activity slide and call out the appropriate instrument when you name the respective words.



- **Choose one** of the five instruments: tambourine, triangle, hand drum, woodblock, finger cymbals.

LINKS | Language Arts

**The Tooth Fairy Folktale** The tooth fairy is not just part of American folklore. In Japan, if a child loses a lower baby tooth, it is thrown onto the roof so the new healthy tooth will grow upward. An upper tooth is thrown underneath the house so a new healthy tooth will grow downward. Like American children, Mexican children put their baby teeth under their pillows, but a mouse, not a fairy, takes it and leaves behind some money during the night. In France the tooth fairy leaves a present instead of money, and in Italy children simply keep their baby teeth as keepsakes.

**REACHING ALL LEARNERS | English Language Learners**

Gifted and Talented Have skilled students compose a two-note melody for "Loose Tooth" using syllables so and mi. Instruct them to use the rhythm already written in the poem. If time permits, they may write some percussive background music using the instruments from the diagram or instruments that are available in the classroom.

**PLAY | Instruments**

iSONG | Loose Tooth: **Interactive**

- **Have students say** the poem together, following the dynamic markings, and clap the rhythm as they go.
- **Hand out index cards** and have students practice writing the forte and piano dynamic symbols.
- **Assess** each student's ability to write the symbols correctly.

ACTIVITY | S1U1L6: Play Words: **Interactive**

- Have students create the appropriate instrument sounds to accompany the poem.

**Have students:**

- **Say** the poem, this time thinking—not saying—the assigned words.
- **Play** the appropriate instruments assigned to the words as they say the poem again.
  - *(You may wish to first make only loose tooth silent, then wiggly, jiggy, and finally quarter, hole, and head.)*

**MUSIC SKILLS | Rhythm**

**Rhythm** Students can learn a great deal about music through setting words to rhythm.

- **Discuss** how the words to the poem "Loose Tooth" are set to rhythm.
- **Point out** to students how the words we tend to speak quickly are "short notes" (1/8 notes) and the words we tend to speak more slowly are written as "long notes" ( 1/4 or 1/2 ).
- **Encourage** students to bring or recite other poems they know that can also be set to rhythm.
- **Have volunteers write** the poems on the board, then have the class discuss how the words in the poem can be set to rhythms students know.

**PROGRESS CHECKPOINT**

**Informal Assessment**

Ask students to perform a musical version of "Loose Tooth." Instead of saying the poem, invite some students to play the rhythm of the poem on rhythm sticks, while others play the five instruments on the key words, as before. Check that all students follow the indicated dynamics.

**Student Text: Perform the rhythm of "Loose Tooth" following the forte and piano dynamics.**

**Optional Reteaching**

Have students review the dynamic markings in the poem and write the markings and their meanings on the board. Ask them to say each word at the dynamic level its definition calls for. (Say forte loudly and piano softly.)

**Student Text: Write the forte and piano dynamic symbols on the board. Say the word "forte" loudly and the word "piano" softly.**

**WRAP UP**

- **Have students review** the term and abbreviation in music for each forte and piano (**f** and **p**)
- **Have them read** the **f** and **p** dynamic markings in the Song Anthology, pp. 16-17.
- **Evaluate students** as they sing "Baby Beluga" using the loud and soft or forte and piano dynamics marked.
- **Assess how students listen and move** to show the different dynamic levels in the song.

**Materials / Resources / Technology**

**Classroom Materials**

Unpitched instruments: tambourine, triangle, hand drum, woodblock, finger cymbals, rhythm sticks

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

**Section 2: Unit 1: Lesson 3: Create with Pitches and Rhythms**

**Standards**

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

**MU:Cr1.1.5a** Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

**MU:Pr4.2.5b** When analyzing selected music, read and perform using standard notation.

**Objectives:**

- Create a three-tone melody.

**Concept:**

- Melody

**Lesson / Instruction**



**READ | Words of Wisdom**

CONCEPT OVERVIEW | S2U1L3: Create with Pitches and Rhythms: **Interactive**

- Give an overview of the lesson using this slide.

SONG ANTHOLOGY | Grade 5: **Document (PRINT FOR STUDENTS for now and for RECORDER later)**

- Have the class refer to **Song Anthology p. 291** to read the rhythm of the song, tapping to the beat.

ACTIVITY | S2U1L3: Melodic Movement: **Interactive #1**

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

ACTIVITY | S2U1L3: Melodic Movement: **Interactive #2**

- Ask students to find instances of *repeated notes*, *steps*, and *skips* in the song.
  - Some examples are tinted; encourage students to circle or highlight additional ones they find.

PITCH SOUNDS AND SYMBOLS: **Interactive**

Use Pitch Sounds and Symbols. (*Explain key and moveable Do*)

- Use the Settings button:
  - Scale = **do pentatonic**
  - Pitch for do = **G**
  - **deselect Pitch Syllables except for do re mi.**
- Click the pitch syllable names below the staff to hear each pitch sung, in any order, and to practice singing along using the hand signs.
- Have students refer to **Song Anthology p. 291** to read the melody with pitch syllables and hand signs.

ISONG | Words of Wisdom: **Interactive**

Have students:

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

**IMPROVISE | Melodies**

SOCIAL STUDIES | Franklin's Sayings: **Interactive**

- Tell students they will improvise melodies based on the sayings Franklin published in Poor Richard's Almanac.
- Invite them to discuss the meanings of each of these sayings.
  - Tell them that Ben Franklin's IQ was 160 (average = 100, average range = 85-115, above 160 = genius)

RESOURCE MASTERS | Grade 5: **Document (Display to students)**

- Display **Resource Master R-2, p. 110**
- Read each saying *in rhythm, tapping to the beat*.

VIRTUAL Mallet Percussion | Orff Mallet Percussion (Xylophones, Metallophones, and Glockenspiels): **Interactive**

- Recite the saying as they play the rhythm.
- Select 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.

**MUSIC SKILLS | Recorder**

VIRTUAL RECORDER | Recorder Fingerings: **Interactive**

Recorder

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

**HISTORY AND CULTURE | Benjamin Franklin**

**Benjamin Franklin (1706–1790)**

- A signer of both the Declaration of Independence and the Constitution
- A printer, philosopher, and scientist.
- Renowned for many inventions, (glass harmonica, lightning rod, bi-focals, Franklin stove, odometer, swim fins, modern clock)
- For 25 years, wrote and published *Poor Richard's Almanac*, a collection of advice, information, and comments on daily life.

Recess 2:30pm - 2:45pm

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

**Ukuleles**

**Standards**

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

**Objectives:**

- Start with music note flash cards
- Practice intensively on the Ukulele Winter Program Song.
- Must get closer to playing together as a ensemble
- Help those still struggling to achive the fingering on the chords

**Lesson / Instruction**

- Begin with note flash cards with partners
- Practice strumming pattern
- Practice warm-ups
- Practice main song



Tuesday 10/01/2024

Breakfast Duty 8:00am - 8:20am

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

### Students Will Concentrate on Learning "Carol of the Bells" for the Winter Concert

#### Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
- MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.
- MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr4.2.7b** 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:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- MU:Re8.1** Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.
- MU:Re9.1** Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- MU:Re7.2.7a** Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
- MU:Re8.1.7a** Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
- MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
- MU:Pr5.1.8a** Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
- MU:Pr6.1.8a** Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.



**MU:Re7.2.8a** Compare how the elements of music and expressive qualities relate to the structure within programs of music.

**MU:Re9.1.8a** Apply appropriate personally-developed criteria to evaluate musical works or performances.

**Objectives:**

- Students will work on perfecting their part in the music ensemble for the Winter Concert.

**Lesson / Instruction**

- Students will spend the next several weeks concentrating on perfecting their singing parts for the winter concert.
- A brief music theory in relation to singing will commence after permanent selection of the piece of the music is chosen.

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.
- 2.3c Calm with assistance.
- 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.
- 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.
- 2.2g Demonstrate increased ability to use skills requiring balance.
- 2.2h Perform large motor movement alone or with others.
- 2.2i Manipulate objects with large muscles.
- 2.3b Focus eyes on near and far objects.
- 2.3f Demonstrate an awareness of her body in space.
- 2.3i Demonstrate concepts through movement.
- 2.3h Adapt movements to specific situations.
- 2.4a React to participation in daily routines.



- 2.4c Indicate needs and wants.
- 2.4d Take and interest in meeting physical needs.
- 2.4g Participate in bathroom routines with growing independence.
- 2.6a Attempt new large and small motor activities.
- 2.6b Participate in simple movement games.
- 2.6f Participate in physically active games with peers.
- 2.7d Recognize rules and follow basic safety instructions.
- 2.7e Identify who has hurt or made him or her feel bad.
- 2.7f Understand and anticipate potential consequences of disregarding rules.
- 2.7h Make choices about behaviors or activities when presented with alternatives.

**Objective:**

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

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Simon Says (Card 5)

**Go Fitness - CATCH 'em Quick Activities (12 min)**

- Shaping Up (Card 60)      **Need:** 4 cones to designate each activity area

**Go Activity (15 min) - Dribbling and Kicking (feet)**

- Team Passing (Card 211)      **Need:** One cone in between each student and one in the middle of the circle

**Cool-down (5 min)**

- Simon Says (Card 5)

**Materials / Resources / Technology**

- Cones
- Hula Hoops
- Soccer Ball

**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.13 Adhere to rules of etiquette in a variety of physical activities.
- 4.PE.11 Reflect on personal social behavior in physical activity.
- 4.PE.6 Analyze opportunities for participating in physical activities outside health enhancement class.
- 4.PE.15 Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 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.14 Recognize and support individual differences in movement performance at all skill levels.
- 4.PE.16 Work safely with peers and equipment in physical activity settings.
- 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. Crows and Cranes (Card 37)

**(25 min) Go Activity: Volleyball: CATCH Challenge III**

**Materials:** 1 Volleyball and 2 base markers per 4 students

1. Volleyball Serveball (Card 594-595)
2. Practice volleyball game with net

**(5 min) Cool-down**

1. Simon Says

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.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. Crows and Cranes (Card 37)

**(25 min) Go Activity: Volleyball: CATCH Challenge III**

**Materials:** 1 Volleyball and 2 base markers per 4 students

1. Volleyball Serveball (Card 594-595)
2. Practice volleyball game with net

**(5 min) Cool-down**

1. Simon Says

Practice Time 2:45pm - 3:30pm



Wednesday 10/02/2024

Breakfast Duty 8:00am - 8:20am

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

### Concert Music Decision This Week

#### Standards

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

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

**MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

**MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

**MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

**MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

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

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

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

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

**MU:Pr4.1.7a** Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

**MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

**MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

**MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

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

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

**MU:Re9.1** Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

**MU:Re7.2.7a** Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

**MU:Re8.1.7a** Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

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

**MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.



**MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

**MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

**MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

**MU:Pr4.3.8a** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

**MU:Pr5.1.8a** Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

**MU:Pr6.1.8a** Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

**MU:Re7.2.8a** Compare how the elements of music and expressive qualities relate to the structure within programs of music.

**MU:Re9.1.8a** Apply appropriate personally-developed criteria to evaluate musical works or performances.

**Objectives:**

- Students will work on perfecting their part in the music ensemble and/or their own individual performance piece for the winter concert.

**Lesson / Instruction**

- A final song selection for the Winter Concert will be decided this week ,and students will begin practicing that song after warm ups.

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**Section 1: Unit 1: Lesson 2: Faster and Slower**

**Standards**

**MU:Cn10.0.Ka** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**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:Cr3.1.Ka** With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

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

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

**Objectives:**

- Move to show faster and slower tempos.

**Lesson / Instruction**

**INTRODUCTION**

Give children an overview of the lesson using this slide.

iSONG | Walk to School: **Interactive**

SONG ANTHOLOGY | Grade K: **Document**

- **Invite children to listen** to the American folk song "Walk to School" mirroring you in patting to the beat. (Show the changing tempos without comment.)
- **Have children listen** to the song again and sing along. Compliment them on following you and tell them they are ready to learn something new about beat today.

**DESCRIBE | A Poem**

POETRY | S1U1L2: Just Watch: **Interactive**

- **Ask children to listen** as you read the poem "Just Watch," by Myra Cohn Livingston. (three verses: slower; last verse: faster)
- **Invite them to describe** how the speeds of the reading of the sections differ.

**IDENTIFY | Faster and Slower**

- **Ask children to listen** as you read the poem "Just Watch," by Myra Cohn Livingston. (three verses: slower; last verse: faster)
- **Invite them to describe** how the speeds of the reading of the sections differ.

**LINKS | Reading**

- **Ask children to listen** as you read the poem "Just Watch," by Myra Cohn Livingston. (three verses: slower; last verse: faster)



- Invite them to describe how the speeds of the reading of the sections differ.

**LINKS | Language Arts**

**ACTIVITY | S1U1L2: Slower and Faster: Interactive**

**Faster and Slower** Help children to relate the terms faster and slower to other situations. Invite them to give circumstances in which they might walk to school or elsewhere faster or slower. (Sample answers: faster if they are late, slower if they are tired) Critical **Thinking: Compare and Contrast**

- **Display the slide** ACTIVITY | Slower and Faster to reinforce these two concepts.
- **Invite a volunteer to select** a picture and decide if it shows faster or slower.
- **Encourage the child to explain.** (Speed is relative and the explanation will provide feedback.)

**MOVE | At Different Tempos**

- **Ask children to listen** to the poem again and pat to the tempos they hear.
- **Ask them to act out** the poem, moving as the words suggested and following the speed at which you read.
- **Invite volunteers to walk to the beat** as you say the poem and tap to the beat on a drum. (*Match each child's tempo, rather than asking them to match yours. Ask the class to pat with your drumbeat.*)

**SING | Walk to School**

**ACTIVITY | S1U1L2: Walk to School: Interactive**

Display the slide "Walk to School."

Invite children to:

- **Describe the picture.** (children walking to school or returning home from school)
- **Sing** "Walk to School" twice, first patting, then walking to show the different tempos. (Have them move in small groups through shared space, or as a class in one large circle. They need not match the beat, but should show that they hear the different speeds in the music.)

**TEACHER TO TEACHER | Extra Help with Self-Spaces**

**Extra Help with Self-Spaces** Give each child a circle of yarn—four-foot lengths with ends tied together—to place around themselves the first time they "find" their self-spaces. To help children define their own space in this first lesson, have them do all stationary movements inside the yarn circle. (You may wish to store the yarn circles in individual envelopes to prevent tangling.)

**MOVEMENT | Shared Space**

**Locomotor Movement:** Shared Space Teaching children how to move through shared space is important at any age. They will learn to respect others' personal space, move with more flexibility in the classroom, and develop better physical control. To introduce the idea of shared space to the class, have each child find a place in the room that is their "home-base." This will be their assigned beginning spot any time they are to move through shared space.

Then, help them space themselves evenly throughout the area (no crowded or empty spaces). Ask children to draw an imaginary circle around themselves and tell them that all the area inside the circle is their "self-space." Ask them to remember their self-space in some secret way. Then have them walk to a drumbeat, "carrying" their self-spaces with them, not intruding into the self-spaces of others and freezing when the drumbeat stops. On a signal, they each return to their own home-base.

**LISTEN | Walking Song**

- **Invite children to listen** to "Walking Song" from Acadian Songs and Dances by Virgil Thomson (without looking at the listening map), to see what they notice about its speed. (It has two different tempos: faster and slower.)

**Compare and Contrast**

(*Optional:* See the next two blades for additional suggestions about how to use the listening map. MUSIC SKILLS | Listen offers an extensive lesson on using the listening map with regard to tempo changes, form, and tone color.)

**ANALYZE | Using a Listening Map**

**iLISTENING MAP | Walking Song from Acadian Songs and Dances: Interactive**

Display the listening map "Walking Song."

- **Ask children to look** at the slide and identify how the pictures show faster and slower beat. (tilt of body, swing of arms, the fence posts closer together or farther apart)

**Use Illustrations**

- **Ask children to listen** to the selection again as you help them follow the listening map.
- **Guide them to notice** the same and different sections. (The form and tempo are: A—faster, B—slower, A—faster. The second A section may be called A | since it is not exactly the same as the first A section in all ways, but for the purposes of this lesson, ABA is clear.)

**ACTIVITY | S1U1L2: Instruments in Walking Song: Interactive**

**For an extension of this activity,** you may wish to use the slide ACTIVITY | Instruments in Walking Song to review the instruments (woodwind and string families) used in the interactive listening map.

**MUSIC SKILLS | Listen**

**Walking Song** from Acadian Songs and Dances by Virgil Thomson

Before starting, ask children to compare the three pictures. Lead them to understand that the first and third pictures (A) are the same and the middle picture (B) is different.

**Tempo**

Play the listening map and invite children to nod their heads to the beat when the boy in the first picture is walking, sway their heads side to side to the beat when the boy in the middle picture is walking, and nod their heads to the beat when the boy in the third picture is walking. Then ask children to describe any changes they heard in the music. Help them to recognize that the first and third sections were faster than the middle section.

Using the Audio Only button, have children listen to the music and move to show faster and slower tempos.

**Form**

Arrange children in three groups and assign each group to walk quickly or slowly, as appropriate, during one of the three sections of the music.

Play the map again and observe whether the groups walk in tempo with the music during their assigned sections.

**Tone Color**



Mouse over the Game button to find instructions for a tone color game. Click the button to activate the game. In this game, children demonstrate their ability to aurally identify the tone color of specific instruments. While they listen to the music, children should click the instrument they hear when it begins to play.

**HISTORY AND CULTURE | Virgil Thomson**

American composer Virgil Thomson (1896–1989) was born in Kansas City, Missouri. A composer in almost every genre of music, he also was the chief music critic for the New York Herald Tribune from 1937 to 1951. Thomson started playing the piano at age five, and by 12 he was a paid organist at the Calvary Baptist Church. "Walking Song" is from a score he wrote for a 1948 movie, Louisiana Story , about the experiences of a young boy caught in the battle for land between the oil industry and its Acadian (Cajun) inhabitants.

**MUSIC SKILLS | Read**

**Read**  
As children track the images and sections on the listening map, help them to use the direction the boy faces as a guide for reading from left to right. This will prepare children to read both words and sentences, as well as musical notation.

**REACHING ALL LEARNERS | Inclusion**

**Inclusion** Some children may be able to move at their own "personal tempos," but not be able to change tempos or match a given beat. Reinforce what each child can do correctly without drawing attention to incorrect responses. Allow each child to experience different tempos by "walking" their hands on a drumhead. If necessary, gently hold and guide the child's hands in playing a slow or fast tempo. Then ask the child, if verbal, to tell which tempo was played. If the child is non-verbal, ask for a response the child can give; for example, if he/she can nod "yes" or "no," ask, "Did you play slow?" or "Did you play fast?"

**SCHOOL TO HOME | Research**

**GRAPHIC ORGANIZER | Column—2: Interactive**

- Invite children to research selections with faster and slower tempi in personal interviews, online research, and the library.
- Encourage them to record or draw their findings and then report to the class. You may want to share the graphic organizer with them.

**PROGRESS CHECKPOINT**

**Informal Assessment**

- Ask children to move to "Walking Song," showing the different speeds. (Children may move in one large circle or through shared space; they need not match the beat, but should show recognition of the different speeds of the music).

**Optional Reteaching**

- Form three groups.
- Have each group walk to just one section of the music.
- Switch roles and repeat.

**PORTFOLIO | Creative Unit Project**

**ACTIVITY | S1U1L2: Unit 1: Creative Project B: Interactive**

**Creative Unit Project [3 of 6]**

- Display the slide for the Unit Project.
- Have children practice their planned snail and caterpillar movements. Then have volunteers move at their own "personal tempo" to show one creature's movement. Invite the remainder of the class to identify the steady beat by patting the beat of each child's "personal tempo."

**WRAP UP**

- Have children recall that they have been listening to music that is faster and slower.
- Invite them to sing "Walk to School" again, with attention to patting at different tempos.

**SCHOOL TO HOME**

**SONG ANTHOLOGY | Grade K: Document**

**POETRY | S1U1L2: Just Watch: Interactive**

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

**Section 2: Unit 1: Lesson 4: Sing with So**

**Standards**

**MU:Pr4.2.5b** When analyzing selected music, read and perform using standard notation.

**Objectives:**

- Sing with so.
- Read fermata and upbeat.

**Concept:**

- Melody

**Lesson / Instruction**

**READ | Fermata and Upbeat**

**CONCEPT OVERVIEW | S2U1L4: Sing with So: Interactive**

- Give overview of the lesson using this slide.

**SONG ANTHOLOGY | Grade 5: Document (PRINT FOR STUDENTS)**

- 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.

**O, I'm Gonna Sing (Stereo Mix): Audio**

- Play "O, I'm Gonna Sing."
- 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'."

**READ | Pitches**

**PITCH SOUNDS AND SYMBOLS: Interactive**



- Use the **Settings** button to choose:
  - Scale = do pentatonic
  - 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.

**ACTIVITY | S2U1L4: Adding to Do Re Mi: Interactive**

- 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)

**iSONG | O, I'm Gonna Sing: Interactive**

- 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.*)

**REACHING ALL LEARNERS | Inclusion**

**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**

**VIRTUAL FRETTED INSTRUMENTS | Strings (Bass, Guitar, Banjo, Ukulele): Interactive**

**Guitar**

- Invite advanced guitar students to play the chords shown above the staff of "O, I'm Gonna Sing."
  - 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**

**Keyboard**

- 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.

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.1 Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.16 Apply safety principles with physical 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. Crows and Cranes (Card 37)

**(25 min) Go Activity: Volleyball: CATCH Challenge III**

**Materials:** 1 Volleyball and 2 base markers per 4 students

1. Volleyball Serveball (Card 594-595)



- 2. Practice volleyball game with net
- (5 min) Cool-down**
- 1. Simon Says

Recess 2:30pm - 2:45pm

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

## Ukuleles

### Standards

- MU:Pr4.1.6a** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
- MU:Pr4.2.6a** Explain how understanding the structure and the elements of music are used in music selected for performance.
- MU:Pr4.2.6b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- MU:Pr4.3.6a** Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.6a** Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.
- MU:Pr6.1.6a** Perform the music with technical accuracy to convey the creator's intent.
- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0.6a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.
- MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Re8.1** Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.
- MU:Re9.1.6a** Apply teacher-provided criteria to evaluate musical works or performances.

### Objectives:

- Start with music note flash cards
- Practice intensively on the Ukulele Winter Program Song.
- Must get closer to playing together as a ensemble
- Help those still struggling to achieve the fingering on the chords

### Lesson / Instruction

- Begin with note flash cards with partners
- Practice strumming pattern
- Practice warm-ups
- Practice main song



Thursday 10/03/2024

Breakfast Duty 8:00am - 8:20am

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

### Students Will Concentrate on Learning "Carol of the Bells" for the Winter Concert

#### Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
- MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.
- MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr4.2.7b** 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:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- MU:Re8.1** Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.
- MU:Re9.1** Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- MU:Re7.2.7a** Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
- MU:Re8.1.7a** Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
- MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
- MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
- MU:Pr5.1.8a** Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
- MU:Pr6.1.8a** Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.



**MU:Re7.2.8a** Compare how the elements of music and expressive qualities relate to the structure within programs of music.

**MU:Re9.1.8a** Apply appropriate personally-developed criteria to evaluate musical works or performances.

**Objectives:**

- Students will work on perfecting their part in the music ensemble for the Winter Concert.

**Lesson / Instruction**

- Students will spend the next several weeks concentrating on perfecting their singing parts for the winter concert.
- A brief music theory in relation to singing will commence after permanent selection of the piece of the music is chosen.

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**Dribbling and Passing 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.15** Discuss ways to accept other's ideas, cultural diversity, and body types.
- 1.PE.16** Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

**Objective:**

- Traveling
- Fleeting, Dodging, Turning, Twisting, Stretching
- Dribbling, Kicking, Passing

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Simon Says (Card 5)

**Go Fitness - CATCH 'em Quick Activities (12 min)**

- Shaping Up (Card 60)      **Need:** 4 cones to designate each activity area

**Go Activity (15 min) - Dribbling and Kicking (feet)**

- Team Passing (Card 211)      **Need:** One cone in between each student and one in the middle of the circle

**Cool-down (5 min)**

- Simon Says (Card 5)

**Materials / Resources / Technology**

- Cones
- Hula Hoops
- Soccer Ball

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

**Section 1: Unit 1: Lesson 2: The Shape of Melody**

**Standards**

**MU:Cr1.1.3a** Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).



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

**MU:Pr4.2.3b** When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

**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).

**Objectives:**

- Show lower and higher pitch patterns by clapping and snapping.

**Lesson / Instruction**

**INTRODUCTION**

**CONCEPT OVERVIEW | S1U1L2: The Shape of Melody: Interactive**

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

**Chan mali chan (Stereo Mix): Audio**

- Tell students they will listen to "Chan mali chan," a song from Singapore.
- Ask them to review the rhythm of the words and beat by clapping the rhythm of the words chan mali chan, oi! oi! during the refrain and patting the steady beat during the verse.
- You may wish to call attention to the D.C. at Fine and Fine in the Song Anthology.

**HISTORY AND CULTURE | Malaysia**

**LOCATOR MAP | Singapore: Interactive**

**Malaysia** Singapore was once part of the Malaysian Federation and enjoys strong cultural ties with Malaysia. Located on the Malay Peninsula between Singapore and Thailand, Malaysia also occupies the northern part of the island of Borneo. Its capital is Kuala Lumpur. Most of Malaysia is made up of jungle and swamps. The east coast of peninsular Malaysia is the region of Kelantan, which is known for its elaborate kites and shadow plays. Have students look at the locator map. Ask them to identify where Singapore is located. (Southeast Asia, visible on the map as a small yellow dot at the southern tip of the Malay Peninsula)

**LISTEN | Melodic Movement**

**iPRONUNCIATION | Chan mali chan: Interactive**

- Tell students that songs have shape and can move upward or downward.
- Have students listen again and show melodic movement by pointing up or down when they hear chan mali chan, oi! oi!
- Have students listen to the pronunciation for "Chan mali chan" to become familiar with the words.

**SING | Chan mali chan**

**iSONG | Chan mali chan: Interactive**

- Have students sing "Chan mali chan." Encourage them to include it in the varied repertoire they can sing.

**Read: "Chan mali chan" tells the story** of a baby goat walking to town. He talks with people he meets along the way. The words of the refrain do not mean anything at all—they are just fun to sing!

**ACTIVITY | S1U1L2: Refrain Clap and Snap: Interactive**

- Have students sing the refrain, clapping on the words chan mali chan and snapping on oi! oi!
- Then have them listen again, lowering their hands (for example, from eye level to shoulder level to waist level) for each repetition of the pattern to illustrate the downward sequential movement of the melodic phrases.

**HISTORY AND CULTURE | Glenn Miller**

**MEET THE MUSICIAN | S1U1L2: Glenn Miller: Interactive**

**Glenn Miller (1904–1944)** was born in Iowa and started playing musical instruments when his family was living in Nebraska.

- Miller started college in Colorado, but his love of music took over and he dropped out to become a professional musician.
- He toured with several orchestras, including Benny Goodman's.
- In 1935, Miller made his first record under his own name and soon had his own band.
- Many of his recordings are famous and are still favorites today.
- Glenn Miller used an orchestra to play his music.
- Besides writing his own music and conducting it, Miller also played the trombone.

Invite a volunteer to read aloud the biography of Glenn Miller.

**LISTEN | String of Pearls**

**iLISTENING MAP | A String of Pearls: Interactive**

- Tell students that "A String of Pearls" is a song from the 1930s.
- Have students read about "A String of Pearls" and read the definition of melody.
- Then have them listen to the selection using the listening map and determine each direction the melody moves.

**ACTIVITY | S1U1L2: Pitch and Melody: Interactive**

- Explain:
  - A melody is a string of connected pitches moving upward, downward, or repeating the same pitches.
  - Pitch is the highness or lowness of a sound. Every melody has a shape. Look at the diagram to compare pitch and melody.

**SING | I's the B'y**

**LOCATOR MAP | Newfoundland: Interactive**

- Have students refer to the Song Anthology p. 112 to look at "I's the B'y" to see the shape of the melody.

**iSONG | I's the B'y: Interactive**

- Have students sing the song and determine when the pitches repeat or move up or down.



- **Encourage them to use terms such as sound, melody, and pitch** to describe what they heard. (repeat—mm. 1, 2, 3, 5, 6, 8, 9, 11, 13, 15, and 16; move down—mm. 2, 6, 7, 10, 14, and 15; move up—4, 7, 12, and 15)

For more information about melody in "I's the B'y," see **Resource Master 1•5, p. 6. The Answer Key is on p. 188.**

**LINK | Social Studies**

**Newfoundland and Labrador** A province on the east coast of Canada, Newfoundland has two sections; Labrador is on the mainland, and Newfoundland is an island. The surrounding coastal waters offer some of the world's best fishing. Small fishing fleets sail from the excellent harbors. In the late 1400s, John Cabot sailed to Newfoundland and reported that the waters were full of cod. Since that time, fishing has been a major source of trade. The fishermen still catch mostly cod, but they also bring in fish such as sole and herring.

**PROGRESS CHECKPOINT**

iSONG | Chan mali chan: **Interactive**

**Informal Assessment**

Have students sing the refrain to "Chan mali chan" again, clapping at waist level on the words chan mali chan and snapping above their heads on oi! oi! to show higher or lower pitch patterns.

**Optional Reteaching**

Have students stand in a circle so they can see one another. Repeat the informal assessment.

**WRAP UP**

A String of Pearls (Gray): **Audio**

- **Guide students to realize** that they added two folk songs from different cultures to their repertoire.
- **Have them use words such as** pitch, melody, upward, downward, and same, to describe what they hear in "Chan mali chan."
- **Ask students** whether oi! oi! is up or down. (up)
- **Then have them choose, as a class,** either "Chan mali chan" or "A String of Pearls" to perform again with arm movements.

**Materials / Resources / Technology**

**Classroom Materials**

Resource Master 1•5 (Listen Up!)

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

**Section 1: Unit 1 Lesson 2: Shape Up and Ship Out!**

**Standards**

- MU:Pr5.1.4b** Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.
- MU:Pr4.2.4b** When analyzing selected music, read and perform using iconic and/or standard notation.
- 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:Pr4.1.4a** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
- 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:Cr2.1.4b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
- MU:Cn10.0.4a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.4a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**Objectives:**

- Point to visual representations of melodic contour to match them to a musical example.

**Lesson / Instruction**

**INTRODUCTION**

**CONCEPT OVERVIEW | S1U1L2: Shape Up and Ship Out!: Interactive**

- **Share with students** an overview of this lesson.
- **Discuss with students** the difference between ordinary speech and singing. (Most speech is on one pitch or very few pitches; music usually is on many different pitches.)

**SONG ANTHOLOGY | Grade 4: Document**

- **Have students refer to Song Anthology p. 149** and ask them to imitate you as you let your hand trace the pitch of your voice.
- **First speak a line** of "My Town, My World," then sing the line. Explain that, in today's lesson, they will be exploring the shape of melodies.

**MOVE | Somos el barco**

Somos el barco (Stereo Mix): **Audio**

Have students:



- **Read** the definitions of pitch and melody.
- **Listen** to "Somos el barco."
- **Listen** to the song again and move their hands up and down to show the melodic shape.

**ACTIVITY | S1U1L2: Melodic Shape: Interactive**

- **Have students draw** a line from dot-to-dot to see a contour shape. Share with them that the melodic shape is similar to the shape that they created when they moved their hands up and down in the air showing the melodic shape of "Somos el Barco."
- **Ask students to match** the first shape to a phrase in the song. (measures 1–2) Then ask students to find the place in the music that the second shape matches. (Refrain: measures 9–12)

**HISTORY AND CULTURE | Lorre Wyatt**

**Lorre Wyatt (b. 1945)** The composer of "Somos el barco," Lorre Wyatt, was inspired to write the song when he was a member of the crew of an environmental sailing boat on the Hudson River in 1962. The words used in this song, We are the boat, we are the sea; I sail in you, you sail in me, express deep feelings that people and the environment are all one.

**LINKS | Art**

**Boats** Although boats move forward in the water, they also move up and down with the ocean waves.

- **Have the class brainstorm** ways to show a boat's movement visually.
  - Eg. they might use curves or lines (with arrows to indicate movement), show humans and animals standing unsteadily on the deck, or create a series of pictures (like an animated cartoon) with the boat in slightly different positions.
- **Have each student select** his or her favorite way and then draw a boat moving on the sea.

**SING | Somos el barco**

i**SONG | Somos el barco (We Are the Boat): Interactive**

**Have students:**

- **Listen to** the song again as they follow the words and notation.
- **Sing** the English part of the song, moving one hand up and down to show the melodic shape of the complete song.

**PRONUNCIATION | Somos el barco**

i**PRONUNCIATION | Somos el barco (We Are the Boat): Interactive**

- **Help students learn** the Spanish pronunciation of "Somos el barco."
- **Then have them sing** the complete song.

**LISTEN | A la puerta del cielo**

**LOCATOR MAP | Spain: Interactive**

- **Ask students to locate** Spain on their locator map for this song.

**ACTIVITY | S1U1L2: Contour: Interactive**

- **Ask students to read about** melodic contour.

i**SONG | A la puerta del cielo (At the Gate of Heaven): Interactive**

**Have students:**

- **Listen to** the Spanish song "A la puerta del cielo," **following the notation on Song Anthology p. 3.**
- **Identify** the first *duérmete* on line 3 as the word sung on the highest pitches in the melody.
- **Have students listen** to "A la puerta del cielo," tracing the melodic contour with a finger in Song Anthology p. 3, on the board, or in the air as the iSong is played.

**Main Idea**

*Identify the words that begin lines 1, 2, and 4 as those sung on the lowest pitch.*

**ACTIVITY | S1U1L2: Melodic Shape: Interactive**

- **Play this game** to understand how pitches rise and fall.

**MOVE | Melodic Contour in Adagio**

i**LISTENING MAP | Adagio (excerpt) from Concierto de Aranjuez: Interactive**

- **Point out** the melodic contour line above the roofline of the buildings on the still listening map. (The building shown is in the style of the Royal Palace in the town of Aranjuez in Madrid, Spain.)
- **Have students locate** the section labels at the bottom of the map and notice that the second box is labeled A with a superscript. Ask students what they think this indicates. (The second A section is similar to but a little different from the first A section.)

**Have students:**

- **Follow** the contour of the melody line of the listening map with the animation, showing the contour with their hand.
- **Listen to** the still map and follow the graphic notation, crouching at the beginning, then gradually rising as the melodic contour ascends. Return to the crouch as it ends.
- **Ask students** to describe what was different about the melody when the guitar played it. (It had extra notes and sounded fancier.)
- **Explain** that the extra notes and fancy playing are called ornamentation.

**MEET THE MUSICIAN | S1U1L2: Joaquín Rodrigo: Interactive**

- **Invite students to read about** the musician, Joaquín Rodrigo, and discuss how his blindness affected his relationship with music.

**MUSIC SKILLS | Tone Color**

**Tone Color**

- **Have students listen to** the audio only of the "Adagio" listening map and identify the instruments. (classical guitar and English horn)
- **Invite students to describe** the tone colors of the English horn and classical guitar. Ask them how each is played. (The English horn is a wind instrument and the player blows through a double reed; the guitar is a string instrument and the player plucks or strums the strings with the fingers.)
- **Talk about** how an English horn can hold a note longer than the guitar can because the player can sustain the air pressure in the reed. By contrast, the guitar sound fades out quickly after the string is plucked.
- **Discuss with the class** that this may be the purpose of the ornamentation in the guitar melody: to sustain the sound of longer notes and make the melody sound continuous.

**ANALYZE | Melodic Contours**

**ACTIVITY | S1U1L2: Compare Contours: Interactive**

**Have students:**

- **Look at** these representations of melodic contour.
  - Describe and compare the melodic shapes.
  - **Predict** how each shape will sound by humming or whistling.
  - **Listen to** the excerpts and check their predictions.
- Find the line that appears twice in "A la puerta del cielo." (line 1 appears twice)

**PROGRESS CHECKPOINT**



ACTIVITY | S1U1L2: Melodic Shape: **Interactive**  
iSONG | A la puerta del cielo (At the Gate of Heaven): **Interactive**

**Informal Assessment**

Have students listen to different lines of "A la puerta del cielo" and have them determine which graphic represents what they hear. Then ask them to point to the notes as they listen to the song.

**WRAP UP**

- **Ask students to discuss** how they showed melodic contour in today's selections. (body movements, words, hands, instruments)



Friday 10/04/2024

Breakfast Duty 8:00am - 8:20am

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

### Concert Music Decision This Week

#### Standards

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

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

**MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

**MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

**MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

**MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

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

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

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

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

**MU:Pr4.1.7a** Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

**MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

**MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

**MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

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

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

**MU:Re9.1** Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

**MU:Re7.2.7a** Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

**MU:Re8.1.7a** Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

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

**MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.



**MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

**MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

**MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

**MU:Pr4.3.8a** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

**MU:Pr5.1.8a** Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

**MU:Pr6.1.8a** Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

**MU:Re7.2.8a** Compare how the elements of music and expressive qualities relate to the structure within programs of music.

**MU:Re9.1.8a** Apply appropriate personally-developed criteria to evaluate musical works or performances.

**Objectives:**

- Students will work on perfecting their part in the music ensemble and/or their own individual performance piece for the winter concert.

**Lesson / Instruction**

- A final song selection for the Winter Concert will be decided this week ,and students will begin practicing that song after warm ups.

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**Section 1: Unit 1: Lesson 3: Steady Beat**

**Standards**

**MU:Cn10.0.1a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**MU:Pr4.3.1a** Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

**MU:Re7.2.1a** With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

**MU:Re8.1.1a** With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

**Objectives:**

- Move with the steady beat at different tempos to represent different animals.

**Lesson / Instruction**

**INTRODUCTION**

**CONCEPT OVERVIEW | S1U1L3: Steady Beat: Interactive**

- Give children an overview of the lesson using this slide.
- Invite children to describe things that make a steady beat sound, such as a heart, a car direction blinker, walking steps, marching, and so on.
- Explain that keeping a steady beat with music can help them move and make music with others.
- Tell the class that today they will learn how to keep the steady beat in music.

**MOVE | At Different Speeds**

**ACTIVITY | S1U1L2: Bonjour, mes amis (Hello, My Friends): Interactive**

- Select one child to walk inside a circle, clapping once for each time a foot hits the floor. (You may help keep the beat steady by playing with the child's walking beat softly on a drum.)
- Have the entire class sing "Bonjour, mes amis," at the speed the child has set by walking. (Use the recording on the slide if needed to help children remember the song at first, but then work without the recording, since this activity involves moving at different speeds.)

At the end of the song, the first child chooses another, who sets a different speed for the song.

- Repeat several times. Use Resource Master 1•6, page 7: **DOCUMENT** for more steady beat practice. Answer Key is on p. 192.)
- Complete the page. Connect things that make a steady beat.

**SING | The Ants Go Marching (song and game from Zimbabwe)**

**iSONG | The Ants Go Marching: Interactive**

- Invite children to listen to "The Ants Go Marching."

**Have children:**

- Dramatize the words to the song in each verse.



- Join in singing with the recording as soon as they are able.
- Act out the words for the song.
- Sing the song.

**ACTIVITY | S1U1L3: More Steady Beats: Interactive**

- Have children sing the first verse, tapping one ant for each beat in sets of four, thereby recognizing the steady beat while listening.
- Ask: How many ants are there?
- Tap one ant for each beat as you sing.)

**MUSIC SKILLS | MIDI | Grade 1: Document (Resources and select your grade. Select MIDI Files)**

- Use Spotlight on MIDI Project 1 (The Ants Go Marching) for more practice with "The Ants Go Marching."
- The MIDI book includes introductory and reference materials as well as projects for children to do.

**LINKS | Science**

Ants Share with children that the song "The Ants Go Marching" makes a lot of sense because ants like to be with their friends! While there are more than 4,500 different species of ants, they are all social creatures, unlike their close cousins, bees and wasps. In addition to marching, some ants can learn to find their way through complex mazes. While most ants are harmless to people, sugar ants can infest kitchens and carpenter ants gnaw wood in our homes. Ask students: How are ants and bees different?

**LISTEN / MOVE | Vhaya Kadhimba**

- Invite children to listen to "Vhaya Kadhimba" to hear children from Zimbabwe singing in their traditional style. You may wish to share the videos below with children to show a performance of the song, the pronunciation of the song, the game, and background information about Zimbabwe.

**LISTENING | S1U1L3: Vhaya Kadhimba: Interactive**

- Listen to children from Zimbabwe sing a game song.

**LOCATOR MAP | Zimbabwe: Interactive**

- Have students look at Zimbabwe on the map as you point to it.

**MOVEMENT | Vhaya Kadhimba Game**

**GLOBAL VOICES | Vhaya Kadhimba (Song): Video**

- Have children listen again and move with the steady beat, then play the game.
- Ask children how they keep the steady beat during the game. (hopping and clapping)

**GLOBAL VOICES | Vhaya Kadhimba (About Song): Video**

- Play the video to help children learn about Zimbabwe.

**MOVEMENT | Vhaya Kadhimba Game**

**GLOBAL VOICES | Vhaya Kadhimba (Game): Video**

- Call a child's name. He or she answers, I'm here.
- The child steps into the center of the circle.
- The child picks one foot off the ground, as high as possible, with the knee bent.
- The child hops to the beat on the other foot, clapping to the beat.
- The entire group sings Vhaya kadhimba, kadhimba to encourage the hopping and to match the movement.
- The group sings for as long as the child in the center can continue hopping, without falling or letting the raised foot touch the ground.
- When the child stops, another is called in.

**TRANSLATION | Vhaya Kadhimba**

**GLOBAL VOICES | Vhaya Kadhimba (Speak All): Video**

- Learn the Shona words to the song.

**GLOBAL VOICES | Vhaya Kadhimba (Sing All): Video**

- Learn to sing the song

**LINKS | Reading**

Building Literacy Readiness When children follow the footsteps of others, they are doing visual tracking, which is required for reading. This game can build attention for those who have difficulty with visual attending. It also builds the concept of sight/sound correspondence, which then can be applied to other visual cues. There is growing evidence that the ability to keep a steady beat is related to reading success.

**HISTORY AND CULTURE | Zimbabwe**

When European explorers discovered vast stone ruins in the forests of southern Africa in 1867, they were looking at the remains of a great empire, ruled by the native Karanga people from about A.D. 1000 to A.D. 1600. The Karangas melted gold and traded it for glass beads and porcelain from China. "Zimbabwe" means "stone dwelling" in the Shona language. Known as Rhodesia under British rule, Zimbabwe achieved full independence in 1980. It has a population of 13 million.

**MOVE | Steady Beat with The Royal March of the Lions**

- Have children name animals they know, then animals they recognize from the painting The Peaceable Kingdom in the Art Gallery. Clap a steady beat and invite children to move with the beat like each animal in the painting.
- Repeat the activity and assess whether children can move with the steady beat like an animal convincingly and accurately.

**ART GALLERY | The Peaceable Kingdom: Interactive**

- Name animals you see in the painting.
- Move like animals you see.

**The Royal March of the Lions from from The Carnival of the Animals (Saint-Saëns): Audio**

- Play the recording and have children move like a lion with the steady beat. (The spoken introduction ends and the music begins at about 1:40.)
- Listen and move like a lion with the steady beat.

**HISTORY AND CULTURE | Camille Saint-Saëns**

Camille Saint-Saëns (1835–1921) was only three when he took his first piano lesson, but since he could already read and write, he immediately began composing songs! By age ten, Saint-Saëns was dazzling audiences in Paris with brilliant recitals of Bach, Mozart, and Beethoven. At age sixteen, he wrote his first symphony. During his life, Saint-Saëns composed over 300 works. With his beaked nose, neat beard, bowler hat, and frock coat, he was a familiar and much-admired figure throughout Europe.



**SCHOOL TO HOME | Subject Interests**

In addition to being a composer and performer, Camille Saint-Saëns had a wide variety of interests. He loved to travel and visited most of Europe, North America, South America, and Sri Lanka. He liked history, astronomy, and architecture, too. He once even broke off an important rehearsal to watch an eclipse of the sun! Parents can ask their children what different subjects interest them and why. They can also share with their children some of their own interests. Back in the classroom, list all the different interests children and parents have and discuss ways to share them together.

**PROGRESS CHECKPOINT**

**Informal Assessment**

Have children move like each animal or person in the painting, responding to a drumbeat at the agreed tempo. (Watch for children's feet to match the drumbeat, with one step for each sound.)

**Optional Reteaching**

Begin the drumbeat by following one student chosen to set the tempo. Once the model is set, then have everyone join in.

**WRAP UP**

- Have children tell how the animals in the painting would have to change their walking if they were to march together in a parade. (They would all have to step with the same beat, at the same speed.)
- Invite children to imitate a lion walking, as in the photograph, or another animal they remember from the painting, marching with the beat to "The Royal March of the Lions" from Carnival of the Animals. (The music starts at 1:40.)
- Assess whether they can march with the steady beat.

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

**Dribbling and Passing Unit (Feet)**

**Standards**

- K.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills.
- K.PE.6** Actively participate in health enhancement class.
- K.PE.8** Practice warm-up and cool-down activities relative to vigorous physical activity.
- K.PE.9** Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).
- K.PE.10** Acknowledge responsibility for behavior when prompted.
- K.PE.11** Follow instruction and direction when prompted.
- K.PE.12** Recognize the established protocol for class activities.
- K.PE.13** Share equipment and space with others.
- K.PE.15** Follow teacher directions for safe participation and proper use of equipment with minimal reminders.
- K.PE.17** Acknowledge that some physical activities are challenging or difficult; and

**Objective:**

- Traveling
- Fleeting, 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**

- Alphabet Cards
- Bouncy Balls

**Recess 1:45pm - 2:00pm**

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

**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)**

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**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

Practice Time 2:45pm - 3:30pm