




Monday 09/02/2024	Tuesday 09/03/2024	Wednesday 09/04/2024	Thursday 09/05/2024	Friday 09/06/2024
<div data-bbox="89 241 349 346" style="border: 1px solid black; padding: 5px;">  No School - Labor Day </div>	<div data-bbox="381 231 649 304" style="background-color: black; color: white; padding: 5px;">Breakfast Duty 8:00am - 8:20am</div> <div data-bbox="381 315 649 378" style="background-color: #c6e0b4; padding: 5px;">Choir - 7 & 8 8:35am - 9:30am</div> <div data-bbox="381 388 649 514" style="background-color: #e6f2ff; padding: 5px;">Continue with Vocal Range Testing and Warm Ups (Try for first song)</div> <div data-bbox="381 525 649 556" style="background-color: #e6f2ff; padding: 5px;">Standards</div> <div data-bbox="381 567 649 714" style="background-color: #e6f2ff; padding: 5px;">MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</div> <div data-bbox="381 724 649 913" style="background-color: #e6f2ff; padding: 5px;">MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</div> <div data-bbox="381 924 649 1113" style="background-color: #e6f2ff; padding: 5px;">MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</div> <div data-bbox="381 1123 649 1354" style="background-color: #e6f2ff; padding: 5px;">MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</div> <div data-bbox="381 1375 649 1407" style="background-color: #e6f2ff; padding: 5px;">Objectives:</div> <div data-bbox="381 1407 649 1554" style="background-color: #e6f2ff; padding: 5px;"> <ul style="list-style-type: none"> • Get class procedures set up • Warm up singing • Test and group students according to vocal range (again) • Sing first song </div> <div data-bbox="381 1564 649 1596" style="background-color: #e6f2ff; padding: 5px;">Lesson / Instruction</div> <div data-bbox="381 1606 649 1638" style="background-color: #e6f2ff; padding: 5px;">Procedures for class:</div> <div data-bbox="381 1638 649 1921" style="background-color: #e6f2ff; padding: 5px;"> <ul style="list-style-type: none"> • Line Up outside the door (new procedure this year, as other classes will be picked up and dropped off by teachers) • Be ready ASAP: Get sheet music, arrange selves according to vocal range on risers • Attendance will be taken - pay attention • Stop talking and be ready to sing when the </div>	<div data-bbox="673 231 941 304" style="background-color: black; 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teacher gives a quiet sign or taps the podium

- Silence as I work with other vocal groups (may be given a silent activity)

Bell Ringer: Recognising Tones

- **LINK:**
http://youtu.be/_jtPdpWgu0w?si=eSJVxWWRhdVqU3Ok

Warm Up:

- **Remind** students how to stand, sit, posture, etc.
 - **Head level**
 - **Hold chest high**
 - **Shoulders down, slightly back, abs flat**
 - **Feet hip-width apart**
 - **Knees slightly bent**
 - **Imagine a cord attached to your head pulling you straight up**
 - **Sit on half of the chair, feet flat on the floor (if seated)**
- **YouTube Link:**
<http://youtu.be/Plm0T4xQWFw?si=bVfnMQHjLBm9Y3yO>
- **Sing** - Scales UP and DOWN with hand signs (start at octave middle C)
- **Sing** - Pitch matching to piano (various pitches)
- **Continue to test** student's vocal range (Simply Sing app)
- **Place singers** on risers according to the vocal range

TTTTTTTTBBBBBBB
SSSSSSSAAAAAAA

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

- **"Do Re Me" (from the film): to start**
 - **LINK:**
<http://youtu.be/drnBMAEA3AM>
- **"Do Re Mi" Karaoke: after being confident with the words to the song**
 - **LINK:** <http://youtu.be/hulqJNjmHnw?si=guxQMZa1cyv23pYQ>
- **"Ah, Poor Bird"** (Elizabethian song): **eventually**
 - VIDEO REVIEW
 - **LINK:** http://youtu.be/pzFeF_hfKQQ?si=EHn8QwZ2Us3-Exzy

appropriate application of elements of music including style, form, and use of sound sources.

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

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

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

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

Objectives:

- Go over class procedures and expectations

teacher gives a quiet sign or taps the podium

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Objectives:

- Go over class procedures and expectations



- Karaoke 2-Part Cannon (use no sound)
 - **LINK:** <http://youtu.be/0aH1LCWkY80?si=ivfHBVAAfirGnH5F>

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

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Welcome Back to School

Standards

- 2.1c** Exhibit a variety of small motor skills.
- 2.1e** Engage in self-help 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.
- 2.2e** 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.

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

Lesson / Instruction

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

(10 mins) Warm-Up and Tuning:

- Embouchure Warmers** - long tones and lip slurs, generally directed downward
- Arm and Finger Warmers** -
 - Scales, intervals, arpeggios, articulations (how each note is played, e.g. fermata, staccato),
 - Rudiment studies on drums (music elements that define structure):
 - flam stroke, single stroke roll, double stroke roll, paradiddle, double paradiddle)
- Mind Warmers** -
 - scales starting on different degrees
 - call out scale degree numbers and ask students play those notes

Once Players are Warmed Up:

- Tune the Band** (see score page 000)
 - Instruction and Evaluation** - relating to various aspects of musicianship including:
 - rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
 - Activities and Assessments** - that develop and evaluate critical thinking, in particular as it

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

Dribbling and Kicking Unit (Feet)

Standards

- 1.PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.2** Combine locomotor and nonlocomotor motor skills in a teacher-designed dance.
- 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

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2.2h Perform large motor movement alone or with others.

2.3a Respond to touch, movement, and sound.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

2.6c Initiate active play, exploration, and engagement with the environment.

2.6f Participate in physically active games with peers.

2.6e Engage in activities requiring

relates to the day's primary rehearsal selection

c. **Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

(5 mins) The Familiar Selection

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

a. Select short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible

b. Do not spend time "rehearsing" this selection

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

1. Go beyond the "woodshedding" stage, ready to enter the next phase of learning

2. Rehearse this selection in sections

3. Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)

4. Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

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

1. Thoroughly familiarize students with a "fresh" piece of music

2. Rehearse in sections, repeating and drilling as necessary

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

1. Choose a **NEW SELECTION** of music and read it in its entirety recognizing elements of music:

a. rhythm (patterns)

b. melody (scale)

c. harmony (arpeggio - one note after another rising or descending)

d. style (genre)

of the learning environment.

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

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

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

1.PE.16 Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

1. **At the Neck:**

- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, as it may alter the heart rate.

relates to the day's primary rehearsal selection

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new skills, without adult assistance.

2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.

2.7c Respond to warnings and redirection for unsafe behaviors and situations, although not consistently.

2.7d Recognize rules and follow basic safety instructions.

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

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

2.7h Make choices about behaviors or activities when presented with alternatives.

2.7i Control or appropriately express intense emotions most of the time.

Objective/Procedures:
(10 min)

- Introductions
- Classroom rules/expectations
- Discuss:
 - Organizing Signals, Transition Signals, Activity Breaks
 - Warm Up, Activities, Cool Down
 - Heart Rate Instruction
 - Muscles/Bones Instruction

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle

(5 min) The Fun

Selection (Closer)

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

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Lesson 1: Hello Everybody!

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

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

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

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that

- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

Warm-up (5 min)

- The S Trail (Card 7)

Go Fitness (12 min)

Catch 'em Quick

Activities

- Squirm, Wiggle, Jiggle (Card 56)

Go Activity (15 min)

- Dribbling & Kicking (feet) Activities (Card 204)

Cool-down (5 min)

- Fast Walk

Materials / Resources / Technology

- Music/Whistle/Drum
- Soccer Ball

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

IN THE SPOTLIGHT: Lesson 2: I've Been Working on the Railroad

Standards

MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic

(5 min) The Fun

Selection (Closer)

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

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Lesson 2: Share the Spotlight

Standards

MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

Objectives:

- Learn a song about the music in everyday sounds.

Lesson / Instruction



- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
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 - Now, jog around the gym for two minutes. On the "Go!" signal, stop and retake your heart rate. Is there a difference? Why? This is your working heart rate.

Warm-up (5 min)

- Simon Says

Go Fitness (12 min)

- Limber Limbs

Go Activity (15 min)

- Exercising your name (see notes below)

Have all students stand in a circle, including the teacher. The first student to the right of the teacher says his/her first name and then

support the creators' expressive intent.

- Objectives:**
- Children will learn that singing together is fun.

Lesson / Instruction

GOAL: Learn a Greeting Song, "Hello Song"

ANALYZE | Opening Text

- Talk with students about times they have sung with other people. **Have them recall** that singing songs and playing musical games with others is fun.
- **Display** the slide *In the Spotlight* and read the rhyme aloud.

LISTEN | Hello Song

- **Tell** students they will learn a song today they can sing while they play a musical game.

Have students:

- **Discuss** ways people say hello. (*shake hands, wave, hug, say "Hi" or "How do you do?"*)
- **Take turns** naming colors they are wearing and prepare to follow directions about colors in the song.
- **Talk** about how people like to move to music, then mirror you by patting their legs, stamping their feet, and nodding their heads.
- **Listen** to the first verse of "Hello Song."

SING | Hello Song

Sing while playing the musical game. Have children:

- **Echo** the words of the A section.
- **Encourage students to sing** song and follow the color directions in the B section, and the movement directions in the C section. (*If you're wearing yellow, stand up; Pat, pat, pat your legs.*)
- **Repeat the activity** and assess whether students sang the song and played the game correctly.

MUSIC SKILLS | Analyze

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:**
- Learn a song that reflects a time in American history.

Lesson / Instruction

Lesson 2: I've Been Working on the Railroad

GOAL: Learn a popular song from America's past, I've Been Working on the Railroad.

LISTEN | I've Been Working on the Railroad Slide 1

- **Tell students** that many songs are associated with certain work that people once did in America.
- **Read the paragraph** and discuss the photo of the railroad workers. *Eventually called the Transcontinental Railroad (or "Iron Horse")*
- **Have students imagine** what life must have been like for them.
 - **Ties** weighed 100-300 lbs
 - **Songs were used** to uplift men, physically and emotionally, while overseeing the coordination of the work.

ANALYZE | Opening Text Slide 1

- Have students:**
- **Follow along** as you read the poem.
 - **Explain** that *step into the spotlight* doesn't necessarily mean on a stage but is an invitation to join in the fun of music.
 - **Point out** the photograph:
 - **Ask students** to describe how it shows "stepping into the spotlight." = *The girl is having fun with music.*

iSONG | Step into the Spotlight Slide 2

- Have children:**
- **Listen to** "Step into the Spotlight."
 - **Listen again** for the words
 - **Tell** what part of the song is *repeated* - the part that starts with "Come on and step into the spotlight"
 - **Listen** as you explain that this section of the song is called the *refrain*.

SING | Step into the Spotlight Slide 2, SONG ANTHOLOGY | Grade 1 - pg. 203

Learn to sing the refrain, (the part of the song that repeats):

- **Teach** children the lyrics to the refrain of the song
- **Invite** the class to sing along with the refrain as they listen to the song again.

MOVEMENT | Choreography

Step into the Spotlight

- **Formation:** Statues in circle or self-space, arms extended.
- **Intro:** Statues melt from arms extended to arms by side (16 beats).
- **Verse:** Sway right, left on pulse (16 beats). Step right, together, right, together (Beats 1-8). Turn in place over right shoulder while right arm sweeps around high (8 beats). Hold 4 beats then reverse to left.
- **Refrain:** Step forward on right foot on pickup to Refrain; step in place with left foot on Beat 1 (on the lyric step); clap on Beat 2; sway right, left, right with clap/snap on Beats 4, 6, and 8. Step back on right foot to repeat (8 beats). Jazz



does an exercise or a stretch. The next student must say the first person's name, do that person's exercise, then say his/her name and do his/her exercise. The third person must say both of the first two persons' names, do their exercises then his/her own, etc. Then the last person is the teacher who must go around the circle, starting with the first person, and say each student's name plus do their exercise.

Cool-down (5 min)

- Simon Says

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.6 Analyze opportunities for participating in physical activities outside health enhancement class.

4.PE.10 Demonstrate responsible behavior in independent group situations.

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-

- **Help children discover** that there are three sections to each verse of "Hello Song."
 - A section is a greeting
 - B section announces a color
 - C section gives a movement direction. Some children may notice that the C section is slower.

REACHING ALL LEARNERS | English Language Learners

- **Ask** children to watch as you write each color on the board.
- **Have them take turns** finding things in the room that match those colors.
- **Invite volunteers** to share the names of colors in other languages.
 - When singing "Hello Song," end with a verse naming an item all children are wearing, for example: "If you have on shoes...."

MOVEMENT | Non-locomotor Movement

- **Encourage** students to pat legs lightly, hands rebounding after each pat. Suggest they "play their legs" as if instruments.
- **Model** "stamping" action by stepping or marching with alternating feet.

LINKS | Language Arts

Standards

National: MU.K-4.8b

- **Revisit** "Hello Song" on other days, substituting different words.
 - B section— *If you have long hair; If you're wearing squares; If you're wearing a smile*
 - C section— *Turn, turn, turn around; Reach, reach, reach up high; March, march, march along .*
 - *You might also include instrument-*

- **Took 6 years to build, one mile each day, 1,800 miles total, and cost 100 million dollars.**
- Met at Promontory Summit in northern Utah on May 10, 1869, with a golden spike at the last one
- Workers were mostly Irish, Chinese, and Central and Eastern Europe
- Critical to the expansion of the American West
- Song was adapted late 19th century *either from an African-American spiritual* about working on a Mississippi River levee or from an *old Irish hymn.*
- "Someone's in the Kitchen with Dinah" was a separate song that was later tagged to the end.

!SONG | I've Been

Working on the Railroad

Slide 2

Have students:

- **Listen to** "I've Been Working on the Railroad," following the notation.
- **Review** first and second endings and **repeat signs** using *Song Anthology p. 120.*

HISTORY AND CULTURE

| The Transcontinental

Railroad

Read:

The Transcontinental Railroad, completed in Promontory, Utah, in 1869, is one of America's greatest building achievements. It took six years to complete and allowed people to travel across the country by train. Traveling by train was dangerous in the first days after the road was built. Trains were often threatened by attacks from robbers and outlaws. Despite the danger, the railroad still managed to pave the way for Western expansion. In later years its importance declined as other types of transportation, especially airplanes and automobiles, were developed.

hands stretch high, to shoulders, then down on shine, shine, shine ; sway right, left, right, left. Repeat movement used for first 16 beats. On shine! (half note), jazz hands are shoulder level (8 beats); turn in place to right while shaking hands (8 beats).

- **Repeat:** Verse/Refrain/Refrain
- **End** in statues.

WRAP UP

- **Invite** children to clap or dance to the sounds of the song as they listen to "Step into the Spotlight" again.

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

Welcome Back to School

Standards

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

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

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

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

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



respiratory fitness assessment.

4.PE.12 Listen respectfully to corrective feedback from others.

4.PE.11 Reflect on personal social behavior in physical activity.

4.PE.14 Recognize and support individual differences in movement performance at all skill levels.

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

4.PE.16 Work safely with peers and equipment in physical activity settings.

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.

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their heart rates. Let them also take a

related activities, such as: B section— If you're wearing circles, get a drum ; C section— Tap, tap, tap the drum .

WRAP UP

- Have children listen** to the song, and sing the A section
- Follow directions** in the B and C sections.

SCHOOL TO HOME

Document: SONG ANTHOLOGY | Grade K "Hello Song," pp. 50–51 (copies for each student)

- Explain** that they can tell caregivers they are learning "Hello Song"

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

Section 1: Unit 1: Opener: Americans Sing!

Objectives:

- Learn about the diversity of music in the United States

National Standards (not listed in Planbook):

MU.5-8.1b Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory

MU.5-8.4a Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance

MU.5-8.6a Students describe specific music events in a given aural example, using appropriate terminology

MU.5-8.6c Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

MU.5-8.8a Students compare in two or more

REACHING ALL LEARNERS | English Language Learners

- Ask** students to read the title of the song "I've Been Working on the Railroad."
- Explain** that the two parts of this song seem unrelated.
- Point** out the lyrics Dinah won't you blow your horn.
- Explain** that Dinah is a woman's name, but in this song, it might also refer to a train. The horn in Blow your horn might be a train whistle, or it might be a signal for workers to come to eat lunch.
- Lead a discussion** about how those words lead the song from the first part to the second part. (repeats the idea of the whistle-blowing; introduces Dinah)

SING | I've Been Working on the Railroad

Ask students to:

- Sing** "I've Been Working on the Railroad," emphasizing the rhythm changes in the song.
- Listen again** as you point out how the *rhythm of the first part of the song imitates the rhythm of a worker swinging a large hammer* (and how the rhythm changes in the second part of the song.)
- Sing along with the recording again, emphasizing the rhythm** in both parts of the song.

MUSIC SKILLS | Rhythm. Tone Color Slide 3

Rhythm:

- Introduce** students to listening for rhythm, such as melodic rhythm using "I've Been Working on the Railroad"
- Play** the recording and clap the rhythm of the melody while the class watches and listens.
- Echo-clap** rhythms of the song with your teacher:
 - Clap** measures 1–2 (the first phrase, I've been working on the railroad), having the class echo what you clap.
 - Clap** measures. 3–4 (all the livelong day) and have the class do the same. Continue this way

direction when prompted.

K.PE.12 Recognize the established protocol for class activities.

K.PE.13 Share equipment and space with others.

K.PE.14 Recognize differences in ideas, cultures, and body types.

K.PE.15 Follow teacher directions for safe participation and proper use of equipment with minimal reminders.

K.PE.16 Understand that physical activity is important for good health.

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

K.PE.18 Identify physical activities that result in a positive personal experience while playing with friends.

Objective/Procedures: (10 min)

- Introductions
- Classroom rules/expectations
- Discuss:
 - Organizing Signals, Transition Signals, Activity Breaks
 - Warm Up, Activities, Cool Down
 - Heart Rate Instruction
 - Muscles/Bones Instruction it time

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.



partner's heart rate. If players have digital wristwatches, have them take their heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

1. At the Neck:

- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, which may alter the heart rate.
- On the signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" Multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the "Go!" signal, stop and retake your heart rate. Is there a difference? Why? This is your working heart rate.

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

Materials: 1 Playground ball per 4-5 students

1. Huddle Up (Card 18)

Go Fitness: Go, Slow & Whoa: Eat Smart Games (10 min) **Materials:** Cones

1. Food Fat Tag (Card 315)

Go Activity:

Volleyball: Skill

Development Activities (25 min) **Materials:** Volleyball

1. **Introduce sport** (Card 581-583):

- Objectives - What they will know how to do after this unit
- Techniques - forearm/bumping, setting, serving
 - Underhand Serve (students will be allowed 2 tries)
 - Forearm Passing (Bumping)

arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art

MU.Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

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

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

MU.Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Lesson / Instruction

GOAL: Introduce the unit theme. Americans Sing!

UNIT 1 | S1U1L0: Americans Sing! Slide 1

- Tell class** that in this unit they will discover many ways people across the United States make music. They will explore a variety of music—where it comes from, how it changes, and how it connects people around the world.

Have students:

- Read** about the unit theme, then discuss their answers to the Essential Question.
- Ask a volunteer to read** aloud the **Coming Attractions** and explain how each listing could connect to the theme.

LISTEN | God Bless America

- Tell students** that the unit theme song is one of the most popular patriotic songs for Americans.
- Ask students** to pay attention to the lyrics as they listen to "God Bless America" to see why this song is

until you reach the end of the song.

Tone Color:

- Have students experiment** with the *tone color (timbre or general sound)* of the banjo using the Virtual Banjo.
- Click** the Chord or Pattern buttons.
- Click** the Play to hear a banjo playing. They can click on the strings to hear them.

MOVEMENT | Choreography

"I've Been Working on the Railroad" is a four-section song is good for student choreography.

- Guide students** to focus on pantomime and beat as each group creates an eight-beat movement sequence based on:
 - Group 1: Working on a railroad
 - Group 2: Blowing a horn
 - Group 3: Playing a banjo
 - Group 4: Dancing to lively banjo music
- Have students perform** their movement sequences for each other before combining them.
- Ask** how they will demonstrate the *ritardando* that occurs in the middle of the song through their movements.

MOVEMENT | Patterned Movement Use Piano Accompaniments p. S2 for choreography to use with "I've Been Working on the Railroad."

WRAP UP

- Divide** the class into two groups.
 - Have Group 1** sing the first part of the song
 - Have Group 2** sing the second part.
 - Have everyone** sing together the lines beginning with Fee-fi.

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

IN THE SPOTLIGHT: Lesson 2: Shenandoah

Standards

- We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

1. At the Neck:

- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, as it may alter the heart rate.
- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

Warm-up (5 min)

- Simon Says

Go Fitness (12 min)

- Limber Limbs

Go Activity (15 min)

- Exercising your name (**see notes below**)

Have all students stand in a circle, including the teacher. The first student to the right of the teacher says his/ her first name, then does an exercise or a stretch. The next student must say the first persons name, do that persons exercise,



3. Setting (overhand)
4. Rotating (through and out)

2. **Gold Metal Volleyball Skills** (Card 584-586)
Materials: 1 Volleyball per student

- A. Self-Bump it Up
- B. Volleypass Two-Square
- C. Partner Setting Practice
- D. Buddy Set/Forearm Pass
- E. Server Hoopshoot

Cool-down (5 min)

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

Recess 1:45pm - 2:00pm

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

VOLLEYBALL UNIT

Standards

3.PE.12 Accept and implement specific corrective teacher feedback.

3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

important to Americans.
Have students:

- **Listen** to "God Bless America" (song)
- **Discuss** lyrics
- **Share** times when they have heard or sung the song.
- **Discuss** situations where the song might typically be performed.

HISTORY AND CULTURE

| God Bless America

Share Info:

Irving Berlin's first version of "God Bless America" was written in 1918 for an army camp show. The song was rejected because it did not fit in with the rest of the lighthearted show. In 1938, the manager of the popular singer Kate Smith asked Berlin for a new patriotic song for her to sing. Berlin found his old song and rewrote the lyrics to what they are today. The song has remained popular since its introduction by Kate Smith. After 9/11/01 the song gained renewed importance and has become a unifying song for the people of the United States.

REACHING ALL LEARNERS | English Language Learners

Have students read the lyrics of "God Bless America."

- **Explain** that the song contains figurative language or phrases that say one thing, but mean another. For example, the night really means "a difficult or frightening time."

COMPARE | Photographs and Music

Slide 2

Have students look at photographs:

- **Compare** how photographs and songs can express the same idea.

SING | God Bless

America Slide 3

Have students:

- **Perform** music representative of America.
- **Sing** "God Bless America" with expression and energy, thinking of the meaning of the words.

MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

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

MU:Pr6.1.3a 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:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

then say his/her own name and do his/her own exercise. The third person must say both of the first two persons names, do their exercises then his/her own etc. Then the last person is the teacher who must go around the circle, starting with the first person, and say each student's name plus do their exercise.

Cool-down (5 min)

- Simon Says

Recess 1:45pm - 2:00pm

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

Dribbling and Kicking Unit (Feet)

Standards

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

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

2.PE.9 Describe warm-up and cool-down activities related to vigorous physical activity.

2.PE.11 Accept responsibility for class protocols with behavior and performance actions.

2.PE.12 Accept specific corrective feedback from a teacher.

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

2.PE.14 Work independently with others in partner environments.



3.PE.18 Discuss the challenge that comes from learning a new physical activity; and

3.PE.17 Discuss the relationship between physical activity and good health.

3.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

3.PE.7 Engage in the activities of health enhancement class without teacher prompting

3.PE.5 Identify foods that are beneficial for pre- and post-physical activity.

3.PE.2 Perform developmentally appropriate dance steps and movement patterns.

3.PE.10 Practice personal responsibility in teacher-directed activities.

3.PE.4 Recognize the concept of open space in movement context.

3.PE.9 Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.

3.PE.13 Recognize the role of rules and etiquette in physical activity with peers.

3.PE.14 Support and work cooperatively with others.

MOVE | God Bless America [Resource Master S+2, p. 175.](#)

Have students:

- Learn the American Sign Language to perform with "God Bless America." As you practice, you will use fine motor skills, or small hand movements, to express the words of this patriotic song.

EVALUATE | Performances Slide 4

- Compare your performance of "God Bless America" with the one by Daniel Rodriguez.

LISTEN | When Johnny Comes Marching Home Slide 4

- Listen to "When Johnny Comes Marching Home."

LISTEN | American Salute [Song is at the top of the teacher's lesson plan in Songs & Listening Selections](#)

Have students:

- Listen to "American Salute."
- Count the number of times the theme occurs. (8)
- Tell the number of variations and describe the differences. (7; some slower, others faster; some louder, others softer; some had changes in rhythm; a variety of instruments were used)

WRAP UP

- Ask students to summarize what they learned about the unit theme. (*Americans sing with a variety of voices and songs.*)

SCHOOL TO HOME | Letter Home [School-to-Home Letter for Unit 1, Resource Master 1•1, p. 1](#)

Materials / Resources / Technology

Classroom Materials [\(links in the teacher view of the presentation\)](#)

Resource Master 1•1 (School-to-Home Letter)
Resource Master 1•2 (Creative Unit Project)
Resource Master 1•3 (Creative Unit Project)
Resource Master 1•14 (Self-Assessment)
Resource Master 1•15

Objectives:

- Learn how songs can connect us to the past, the present, and the future, studying "Shenandoah" as a link to the past.

Lesson / Instruction

IN THE SPOTLIGHT | SOU1L2: Lesson 2 [Use Piano Accompaniments - Grade 4 \(pg. Spotlight 9\)](#)

LISTEN | Shenandoah Slide 1

- Discuss how songs often connect us to another place and time.
- Explain to students that the song they are about to sing is a traditional chanty that sailors sang while on the river.
- Tell students that many times these types of songs get passed down from generation to generation without anyone knowing the specific origin of the song.
- Ask students to volunteer to read the paragraph in the student text aloud.

Have students:

- Listen to "Shenandoah."
- Ask students how the song imitates the flow of a river.

HISTORY AND CULTURE | Shenandoah

Read:

"Shenandoah" The word *Shenandoah* is said to be Native American for "daughter of the stars." The Shenandoah River stretches through northwest Virginia and is part of the Shenandoah National Park. People inhabited the area reportedly as early as 9300 B.C.E. European settlers came to the area in 1669 C.E. Today people enjoy the Shenandoah River Valley's many recreational activities.

REACHING ALL LEARNERS | English Language Learners

- Ask students to read the title of the song "Shenandoah."
- Display a map of the United States and show the course of the

2.PE.15 Recognize ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

2.PE.13 Recognize the role of rules and etiquette in teacher-designed physical activities.

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

1. At the Neck:

- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, as it may alter the heart rate.
- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.



3.PE.11 Work independently for extended periods of time.

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

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.

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
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Description of Activity:

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 - On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by

(Teacher Assessment)
Resource Master S-1
(Alphabet and Numbers)

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

VOLLEYBALL UNIT

Standards

5.PE.15 Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

5.PE.14 Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.

5.PE.19 Analyze the social benefits gained from participating in physical activity.

5.PE.16 Apply safety principles with physical activities.

5.PE.5 Analyze the impact of food choices relative to physical activity, youth sports, and personal health.

5.PE.7 Actively participate in all activities of health enhancement class.

5.PE.4 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.

5.PE.17 Compare the health benefits of participating in selected physical activities.

Shenandoah River and of the Missouri River.

- Explain** how the crew of the riverboat would often ease their boredom by singing work songs.
- Write** the word *roll-ing* on the board, underscoring the -ing suffix.
- Explain** that this suffix (ending)creates an adjective of the verb *roll* so it describes the river as a "rolling river."
 - A rolling river shows the continuing action of the water.
- With a ball**, associate the idea of a "rolling river" with a "rolling ball."
- Have students create adjectives** of verbs such as *entertain/entertaining, boil/boiling, or excite/exciting*.

SING | Shenandoah

Have students:

- Sing along in rhythm** as you play the song again.
- Sing together in groups**, one group singing each of the verses. (Use the recorded accompaniment or Piano Accompaniments p. S9 as appropriate.)
- Tell** what mood the song creates and why. (*sad; sailor longs to be back near the Shenandoah*)

MUSIC SKILLS | Vocal Development

Use "Shenandoah" to:

- Introduce students** to singing expressively and to exploring their head and chest voices.
- Listen to the recording and engage** them in a discussion regarding the melancholy and nostalgic mood of the lyrics.
- Discuss** how singers can create this mood *such as:*
 - smooth*
 - not loud*
 - good breath control*
 - clear pronunciation of words*
 - facial expression*)
- Invite them** to sing along with the recording during their second listening,

- Now find a partner.** Practice taking each other's' heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes.** On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

Warm-up (5 min)

- The S Trail (Card 7)

Go Fitness (12 min)

Catch 'em Quick

Activities

- Squirm, Wiggle, Jiggle (Card 56)

Go Activity (15 min)

- Dribbling & Kicking (feet) Activities (Card 204)

Cool-down (5 min)

- Fast Walk

Materials / Resources / Technology

- Music/Whistle/Drum
- Soccer Ball

Practice Time 2:45pm - 3:30pm



two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.

- Now find a partner. Practice taking each other's' heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

Materials: 1 Playground ball per 4-5 students

1. Huddle Up (Card 18)

Go Fitness: Go, Slow & Whoa: Eat Smart Games (10 min) **Materials:**

Cones

1. Food Fat Tag (Card 315)

Go Activity:

Volleyball: Skill Development Activities (25 min) **Materials:**

Volleyball/Beach ball

1. **Introduce sport** (Card 581-583):
 1. Objectives - What they will know how to do after this unit
 2. Techniques - forearm/bumping, setting, serving
 1. Underhand Serve (students will be allowed 2 tries)
 2. Forearm Passing (Bumping)
 3. Setting (overhand)
 4. Rotating (through and out)
2. Gold Metal Volleyball Skills (Card 584-586)

Materials: 1 Volleyball per student

 - A. Self Bump it Up
 - B. Volleypass Two-Square
 - C. Partner Setting Practice
 - D. Buddy Set/Forearm Pass
 - E. Server Hoopshoot

Cool-down (5 min)

1. Stretch Routine (Card 273-274)
 1. Neck: turn head side to side, turn head left and right
 2. Chest: clasp hands behind you and raise arms

5.PE.13 Critique the etiquette involved in rules of various activities.

5.PE.8 Differentiate between skill-related and health-related fitness.

5.PE.18 Express, through various media, the enjoyment and/or challenge of participating in a favorite physical activity; and

5.PE.1 Exhibit competency in fundamental motor skills and selected combinations of skills.

5.PE.12 Give corrective feedback respectfully to peers.

5.PE.9 Identify the need for warm-up and cool-down activities related to various physical activities.

5.PE.10 Participate in physical activity with responsible interpersonal behavior.

5.PE.11 Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.

Objective:

- Practice and improve fundamental volleyball skills (bumping/ forearm pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.

matching the mood of the recording.

MOVEMENT | Creative Movement Use Song
Anthology p. 213

Use "Shenandoah" to:

- **Divide** students into 4 groups
- **Groups 1–3** will choreograph the 3 verses
- **Group 4** (the "river") will choreograph the phrases that repeat in all the verses.
- **Encourage** students to use gross motor skills *such as:*
 - walking
 - swaying
 - waving
 - pointing
- They may combine pantomime, gesture, group unison movement, and solos as suggested by the lyrics. (to see the complete song.)

Formation: The "river," 2 or 3 dancers wide, extends from UR to DL with Group 1 dancers randomly on either side of column.

Dance: Groups 1 and 4 begin on stage. Groups 2 and 3 join when their verse is sung. "The river" dances in all 3 verses. All join in on the new movement as each group is added.

WRAP UP

- **Sing** "Shenandoah" once again with expression.



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

Practice Time 2:45pm
- 3:30pm

- Have fun being physically active.

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

1. At the Neck:

- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, as it may alter the heart rate.
- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's' heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps



Warm Up (5 min)

Materials: 1 Playground ball per 4-5 students

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Go Fitness: Go, Slow & Whoa: Eat Smart Games

(10 min) **Materials:**

Cones

1. Food Fat Tag (Card 315)

Go Activity:

Volleyball: Skill

Development Activities (25 min) **Materials:**

Volleyball/[Beach ball](#)

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2. **Gold Metal Volleyball Skills (Card 584-586)**
Materials: 1 Volleyball per student
 - A. Self Bump it Up
 - B. Volleypass Two-Square
 - C. Partner Setting Practice
 - D. Buddy Set/Forearm Pass
 - E. Server Hoopshoot

Cool-down (5 min)

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

Recess 2:30pm - 2:45pm

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

Class Setup

Standards

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

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

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

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

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

MU:Pr6.1.7a Perform the music with technical accuracy



and stylistic expression to convey the creator's intent.

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

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

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

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

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



and determine when the music is ready to perform.

Objectives:

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

Lesson / Instruction

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

FIRST FEW CLASSES

- Explain to students the class procedures
- Select instruments
- Obtain music books for each instrument
- Get cubbies set up and labeled for each student

(10 mins) Warm-Up and

Tuning:

1. **Embouchure Warmers** - long tones and lip slurs, generally directed downward
2. **Arm and Finger Warmers** -
 - a. Scales, intervals, arpeggios, articulations (how each note is played, e.g. fermata, staccato),
 - b. Rudiment studies on drums (music elements that define structure):
 - a. flam stroke, single stroke roll, double stroke roll, paradiddle, double paradiddle)
3. **Mind Warmers** -
 - a. scales starting on different degrees
 - b. call out scale degree numbers and ask students play those notes



Once Players are Warmed Up:

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

(5 mins) The Familiar

Selection

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

(15 min) The Primary

Rehearsal - *Receives the most attention during the rehearsal*

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

(10 min) The Secondary

Rehearsal Selection - *Woodshed (rehearse difficult passages until played flawlessly) a*



selection which has recently been sight-read

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

(5 min) Sight Reading -

Once reviewed, this selection will move to the secondary rehearsal stage

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

(5 min) The Fun

Selection (Closer)

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