






Monday 10/14/2024	Tuesday 10/15/2024	Wednesday 10/16/2024	Thursday 10/17/2024	Friday 10/18/2024
School Day 32	School Day 33	No School	No School	No School
 Columbus Day	Breakfast Duty 8:00am - 8:20am Band - 7 & 8 8:35am - 9:30am	 No School	 PIR	 PIR
 Indigenous Peoples' Day	PIANO: Star Spangled Banner & BAND: Up On The House Top			
Breakfast Duty 8:00am - 8:20am	Standards			
Choir - 7 & 8 8:35am - 9:30am	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.			
SING: Carol of the Bells	MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.			
Standards	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:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic			
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MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic	MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate			



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

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).

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

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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,



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.

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



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

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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



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.

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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



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 are spending time concentrating on their vocal range part in the instrumental piece selected for the winter concert.

Lesson / Instruction

Warm Up (whole class):

- Yawn-Sigh Technique**
 - Yawn (take in air) with your mouth closed.
 - Then, exhale through your nose as if you are sighing.
 - Helps relax the voice and improve its range.*
- Humming Warm-Ups**
 - Place tip of your tongue behind bottom front teeth and hum from C3 up to C5, while keeping your mouth closed.
 - Each note should sound like "hmmmm" — including the "h" sound is less taxing on your voice.
 - Good warm-up because it doesn't put a lot of strain on your vocal cords.*
- Vocal Straw Exercise (Hum through a straw)**
 - Hum slowly, and evenly, through a straw from C3 up to C5, then back down.

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

Goal:

- Students will continue to work on their individual parts of the song, "Up on the House Top" for the Winter Concert.
- Teacher will work with a different student/s each class period.

Star Spangled Banner
Avery: Piano

Up On The House Top
Luke: Alto Sax (A section)
Avery: Alto Sax B section
Cole: Drums, Mallets & Percussion
Brody: Drums & Percussion
Abby: Clarinet
Ash: Flute
Jacob: French Horn
Lucas: Euphonium

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Bowling Unit

Standards

2.1c Exhibit a variety of small motor skills.

2.1f Perform increasingly more



- *Also: Place the straw in a partially full glass of liquid and blow controlled bubbles in the glass.*
 - 4. Lip Buzz (lip trill) Vocal Warm-Up
 - Motorboat sound (lips vibrate as air is blown from mouth & nose) thru diatonic scale (white keys) from C3 to C5.
 - 5. Two-Octave Pitch Glide Warm-Up
 - Make “eeee” or “ohhhh” sound gradually gliding through chromatic scale (all keys) from C3 to C5.
 - *This transitions from your chest voice to your head voice to warm up all areas.*
 - 6. Vocal Sirens Exercise
 - Make an “oooo” sound like a siren gradually from from C3 to C5.
 - *The sound is continuous and covers tones between the notes.*
 - 7. Vocal Slides Technique (portamento, Italian for “the act of carrying”)
 - Slide from one note to the next in the diatonic scale (white keys) from from C3 to C5.
 - *USE: Do, Re, Me, solfege and hand signs.*
- Vocal Range Individual Practice (I work with a different group each day):**
- Breath control and Posture
 - Diction
 - Tempo
 - Dynamics
 - Articulation - accents, decrescendos, etc.
- Conclude with bringing all vocal ranges together to sing:**
- Work on timing while harmonizing

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

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.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.



SING (with Kindergarten): Deck the Halls

Standards

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

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

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

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

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

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

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

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

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

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.

2.6d Participate in simple games, dance, outdoor play, and other forms of movement.

2.6e Engage in activities requiring new skills, without adult assistance.

2.6f Participate in physically active games with peers.

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

2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.

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

2.7d Recognize rules and follow basic safety instructions.



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

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

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

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

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

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

MU:Pr6.1.Kb Perform appropriately for the audience.

MU:Re8.1 Interpret - Support interpretations of musical works that reflect

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

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:

- The purpose of this activity is to have the students practice bowling technique while working in small groups, while also practicing basic math skills by keeping score on a score sheet
- Bowling (underhand toss/throw), process of taking turns, good sportsmanship and counting skills
- Working on gross and fine motor skills

Lesson / Instruction

Warm Up Procedure: (10 min)

- 3 Laps
- Drinks
- Bathroom
- Stretching

Share the History of

Bowling:

1. The earliest known forms of bowling date back to ancient Egypt
2. Wall drawings of bowling were found in a royal Egyptian tomb dated to 5200 BC and miniature pins and balls were found in an Egyptian child's grave around that time as well
3. Thought to be a child's game involving stone balls, a miniature alabaster vase-shaped figures
4. Later in 1895 in Egypt, they found balls made using the husks of grains, covered in leather, and bound with string
5. Other balls made of porcelain have also been found, indicating that these were rolled along the ground rather than thrown due to their size and weight

Set Up: Go over bowling (underhand toss/throw) cues prior to activity.



creators'/performers' expressive intent.

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

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

Objectives:

- Practice singing Deck the Halls for the Winter Concert.

Lesson / Instruction

Have class:

- Practice rhythms with the video: <http://youtu.be/SsRXLZ0y9No>
- Practice: Practice singing "Deck the Halls" LINK: <http://youtu.be/CboZWDR-ld1?si=gqEmwW6W-G7BogHU>

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

**BOOMWACKERS:
Feliz Navidad**

Standards

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

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

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

1. Face the target
2. Step with the opposite foot from throwing hand
3. Tick-Arm goes back like a grandfather clock
4. Tock- Arm swings forward to release the ball
5. Have students use the saying "Tick-Tock goes the Clock" and that will help them remember the cues for the underhand toss
6. Place students in groups of 3 and give them a "bowling alley" to play (three pieces of floor tape will be marked in a triangle formation for each group of students to play)
7. Once each group has their "bowling alley" area, send each group to retrieve three pins, choice of bowling ball, scoring sheet and a pencil
8. Demonstrate with two students how to take turns and keep score and set the pins up using the floor tape.

Procedure:

1. The students take turns rolling the ball using proper technique trying to knock down the three pins. The student will get one turn at a time. After the student takes their own turn, he/she will write down their score on their sheet. It will then be another student's turn. The three students rotate their turns and keep track of their scores.
2. Students set the pins for each turn by placing the pins on the floor tape
3. Set up the pins ball right against the wall
4. The score sheet reminds students of whose turn it is

Variations:

1. This lesson can be taught to all grade levels with the distance of bowling being increased
2. More bowling pins can be utilized to make it a more traditional bowling game with more floor tape
3. Students can take two turns in a row to work on "spares"



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

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

MU:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

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

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

4. Vocabulary of bowling could also be introduced

Assessment Ideas:

1. The [score sheet](#) is a great way to see if the students are taking equal amounts of turns, playing fairly, sharing, keeping accurate scores, and to see if the students have the ability to find the sum of their scores after the completion of the activity
2. A rubric for good teamwork and sportsmanship can be used if effective objectives are utilized
3. A rubric for bowling technique can also be used for psycho-motor assessment of skills
4. Adaptations for Students with Disabilities can be made by altering the distance of the pins or how far apart they are. Students can also be teamed with helpers to keep score if necessary.

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

FRISBEE UNIT

Standards

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

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

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

4.PE.13 Adhere to rules of etiquette in a variety of physical activities.

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

Objective:



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

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

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

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

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

Objectives:

- Learn the Boomwacker song "Feliz Navidad" to be performed at the Winter Concert.

Lesson / Instruction

Bell Ringer:

- Increase cardiovascular efficiency

Lesson / Instruction

Procedures: (10 min)

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

Warm-up (5 min)

- Fast Walk (Card 4)

Go Fitness (12 min)

- Veins and Arteries (Card 30) Use for 2 or 3 lessons

Go Activity (15 min)

- Flying Disk (Card 421-424): Skill Development Activity (2-4 mins.)
 - Throwing
 - Backhand Throw
 - Forehand Throw
 - Curving the Flying Disk
 - Catching
 - Alligator Catch
 - Thumbs Down Catch
 - Thumbs Up Catch
 - Safety
 - "Throw to, not at others"
 - "Look before they throw"
 - "Follow start and stop signals"

Cool-down (5 min)

- The S Trail (Card 5)

Notes:

Have students follow the leaders in an S pattern, then switch the person in the back to the the front.

Recess 1:45pm - 2:00pm

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

FRISBEE UNIT

Standards

3.PE.1 Perform a combination of motor skills in various contexts.

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



- Play at the beginning of the class to get students excited about playing LINK:
<http://youtu.be/cG0jprCQ6Ak?si=avxjTR-sRCKTBMtc>

Procedure:

- Hand our instruments
- Play the Winter Concert song LINK:
http://youtu.be/QYuLokJCuPk?si=n13c5mHmOiS0h_AO

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

**RECORDERS:
Rockin' Around the Christmas Tree**

Standards

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

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

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

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

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

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected

related to vigorous physical activity.

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

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

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

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

Objective:

- Increase cardiovascular efficiency

Lesson / Instruction

Procedures: (10 min)

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

Warm-up (5 min)

- Fast Walk (Card 4)

Go Fitness (12 min)

- Veins and Arteries (Card 30) Use for 2 or 3 lessons

Go Activity (15 min)

- Flying Disk (Card 421-424): Skill Development Activity (2-4 mins.)
 - Throwing
 - Backhand Throw
 - Forehand Throw
 - Curving the Flying Disk
 - Catching
 - Alligator Catch
 - Thumbs Down Catch
 - Thumbs Up Catch
 - Safety
 - "Throw to, not at others"
 - "Look before they throw"
 - "Follow start and stop signals"

Cool-down (5 min)

- The S Trail (Card 5)

Notes:



musical ideas to create musical work(s) that meet appropriate criteria.

MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

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

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

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

Objectives:

- Memorize music notes on a scale
- Work on recorder music for Winter Concert

Have students follow the leaders in an S pattern, then switch the person in the back to the the front.

Practice Time 2:45pm - 3:30pm

Lesson / Instruction



- Students will select a partner and work on music note flash-cards
- Students will work on "Rockin' Around the Christmas Tree" on recorder

Recess 2:30pm - 2:45pm

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

UKULELES: Mele Kalikimaka ("Merry Christmas" in Hawaii)

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:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6b Describe the rationale for



making revisions to the music based on evaluation criteria and feedback from their teacher.

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

Objectives:

- 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

- Start with strumming patterns
- Work on chord transitions
- Part by part, play the song in unison until complete