



Monday 10/21/2024	Tuesday 10/22/2024	Wednesday 10/23/2024	Thursday 10/24/2024	Friday 10/25/2024
School Day 34	School Day 35	School Day 36	School Day 37	School Day 38
Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am
Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am
SING: Carol of the Bells	PIANO: Star Spangled Banner & BAND: Up On The House Top	SING: Carol of the Bells	PIANO: Star Spangled Banner & BAND: Up On The House Top	SING: Carol of the Bells
Standards	Standards	Standards	Standards	Standards
MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	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:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	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:Cr2.1.7a 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:Cr2.1.7a 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:Cr2.1.7a 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:Cr2.1.7a 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: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: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: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: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.
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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.

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

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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

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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.

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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

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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 it's 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 "hmmn" — 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.
 - Also: Place the straw in a partially full glass of liquid and blow controlled bubbles in the glass.*
- Lip Buzz (lip trill) Vocal Warm-Up**
 - Motorboat sound (lips vibrate as air is blown from mouth & nose) thru diatonic scale

music to convey the creator's intent.

MU:Re7.2.8a Comp are 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

Jump Rope Activities

Standards

2.1c Exhibit a variety of small motor skills.

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:

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Lesson / Instruction

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Avery: Piano

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Jump Rope Activities

Standards

1.PE.1 Perform most basic locomotor, nonlocomotor, and

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

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(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

DECK THE HALLS - SING - Spotlight on Music Unit 2: Making Friends Lesson 1: Songs Have a Variety of Sounds

Standards

MU:Cn11.0.PreKa Demonstrate understanding of

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.

2.2d 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.

2.3g Practice sensory integration.

2.3h Adapt movements to specific situations.

(white keys) from C3 to C5.

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- Breath control and Posture
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- Dynamics
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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 - Kindergarten 12:15pm - 1:00pm

SING (with Preschool): 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

manipulative skills using mature patterns.

1.PE.3 Move in self-space.

1.PE.10 Accept personal responsibility by using equipment and space appropriately.

1.PE.11 Follow the rules or parameters of the learning environment.

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

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

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

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

- Jump over a line or rope using two-feet patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope

2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction

(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 - 1 12:15pm - 1:00pm

Section 4: Unit 2: Autumn: Lesson 4: Halloween

Standards

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

MU:Cn11.0 Connect 11 - Relate musical



relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

MU:Cr2.1.PreKb With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

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

MU:Re7.2.PreKa With substantial guidance, explore musical contrasts in music.

Objectives:

- Children will describe instrumental and vocal tone colors.
- Practice rhythms with the video: <http://youtu.be/SsRXLZ0y9No>
- Practice: Practice singing "Deck the Halls" LINK: <http://youtu.be/CboZWDR-Idl?si=gqEmwW6W-G7BogHU>

Lesson / Instruction

INTRODUCTION

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

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4b Demonstrate increased ability to self-soothe and fall asleep.

2.4c Indicate needs and wants.

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.

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

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

2.6f Participate in physically active games with peers.

2.6g Recognize the positive feelings experienced during and after physical activity.

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

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

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

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: Cones, music

1. Bendables (Card 166)

Go Activity: Jump Rope

Activities (25 min)

Materials: Jump ropes (stand on rope with handles reaching armpits)

1. Stationary Rope (Card 271-272)

Materials: 1 long rope per 3 students, MUSIC

2. Long Rope Jumping (Card 273)

Materials: 1 long rope per 3 students, Jump Rope Task Cards (282-294)

Glossy of Terms:

Walk and Jump: Turn rope while walking forward

Double

Bounce: Jump with both feet twice for each rope turn

Single

Bounce: Jump with both feet once for every rope turn

Straddle:

Jump and land with feet apart or together

Skier: Jump side to side over a line

Hop: Jump on one foot

Rocker: Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot

"X": Cross one foot in front of the other and

ideas and works with varied context to deepen understanding.

MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

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

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and



OVERVIEW | S1U2L1:
Songs Have a Variety of
Sounds: Interactive

LET'S BEGIN | Viva

Violins

LISTENING | Gigue from
Sonata for Violin and

Continuo: **Interactive**

- **Guide** children to form a circle.
- **Display** the listening slide, allowing children to talk about the picture. (violin player)
- **Play** "Gigue" and ask them to listen and move their hands, painting in the "air" with the steady beat, or as they wish.

ACTIVITY | S1U2L1: Two
Sound Colors (violin,

harpisichord): **Interactive**

- **Display the slide** ACTIVITY | Two Sound Colors and tell children about the instruments pictured.
- **Play the solo instrument** excerpts and discuss how the two instruments sound.
- **Guide children** to discover that these two instruments play together in "Gigue." (The continuo part includes both the keyboard and a cello.)
- **Play the recording** of "Gigue" again and ask children to move when they hear the violin playing (throughout).
 - *You may wish to have a colleague or a child's family member come to class and demonstrate the violin.*

HISTORY AND CULTURE

| Archangelo Corelli

Archangelo Corelli (1653–1713) was an Italian violinist and composer during the era known as the Baroque period (approximately 1600 to 1750). He lived and worked a full generation before the composers Handel and Bach. He was also very well-known and highly regarded in his lifetime as a teacher, and the first person to establish and set down the basics of good violin technique—with special emphasis on creating beautiful tone quality on the instrument. His compositions were widely

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 an 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.

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

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.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: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:Re7.1 Select - Choose music appropriate for a specific purpose or context.

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

jump, uncross and jump

Backward:

Turn rope backward and jump

Bell: *Jump forward and backward*

over a line

Wounded

Duck: *Jump with heels in and toes out, then heels out*

and toes in

Side-swing:

Swing the rope to one side of the body, then swing

overhead and jump

Criss-Cross

Arms: *Turn rope forward*

and cross arms in front (hug yourself).

Jump forward, uncross arms and jump

again

Double

Under: *With 1 jump, pass the rope*

under your feet twice (lift knees and

rotate the

rope faster with your

wrist)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

**Section 1: Unit 1:
Lesson 5: Different
Sounds, Same
Voice**

Standards

MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

ensemble performances, individually or in collaboration with others.

MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

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

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Objectives

Objectives



popular and very influential throughout Europe. Corelli is still regarded as one of the giants of music.

LINKS | Drama

ACTIVITY | S1U2L6:
Orchestra: Interactive

Drama: Play in the "Orchestra" This activity can help children learn more about an orchestra as a large group of people playing instruments together and develop imaginative play. Have available small percussion instruments for children to play.

Display the slide and talk about the instruments from the four families in the orchestra. (strings, woodwinds, brass, percussion) Explain that one role of the conductor is to show the whole group or sections when to play and when to stop playing.

Invite children to:

- **Discuss** how they could signal a group to play or stop playing without using words. (Accept all reasonable answers.)
- **Choose an instrument** to play in the class "orchestra."
- **Form four groups**, regardless of the instruments chosen. (Mark four areas in the room and organize children to sit or stand in them.)
- **Play their instruments as you "conduct" with a scarf.** (Addressing each group one at a time, wave the scarf in front of you to signal playing and hide it behind you to signal not playing. Be sure to make eye contact with each group when you want them to play.)

LISTEN | Rise, Sally, Rise
iSONG | Rise, Sally, Rise: Interactive

- Jump a swinging rope (long or short) using single and double bounces
 - Correctly turn a short jump rope
- 2nd Grade:**
- Jump a self-turned rope both forward and backward
 - Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)

Go Fitness: Limber

Limbs: Stretching Activities (10 min)

Materials: Cones, music

1. Bendables (Card 166)

Go Activity: Jump Rope Activities (25 min)

Materials: Jump ropes (stand on rope with handles reaching armpits)

1. Stationary Rope (Card 271-272)

Materials: 1 long rope per 3 students, MUSIC

2. Long Rope Jumping (Card 273)

Materials: 1 long rope per 3 students, Jump Rope Task Cards (282-294)

Glossy of Terms:

- Walk and Jump:** Turn rope while walking forward
- Double Bounce:** Jump with both feet twice for each rope turn
- Single Bounce:** Jump with both feet once for every rope turn
- Straddle:** Jump and land with feet apart or together
- Skier:** Jump side to side over a line
- Hop:** Jump on one foot

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

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 Winter Concert

Lesson / Instruction

Have class:

- Practice rhythms with the video http://youtu.be/71fkBqZ_4K8?si=t2fk2uZjSaR-083T
- Practice singing "Deck the Halls" for Winter Concert <http://youtu.be/S1FqnEoctl4?si=bK91QsS5E8-kW63Y>

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

**Section 2: Unit 2:
Lesson 1: A Folk Song with Syncopation**

Standards

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

MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music

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

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

Objectives:

- Signal to identify speaking or whispering.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L5: Different Sounds, Same Voice: Interactive

- **Tap** the head of a drum while students walk in a circle.
- **Have students freeze** when you change to tapping the rim.
- **Alternate** between head and rim while students walk and freeze.
- **Tell students** they will explore how their voices can make different sounds.

Develop

EXPLORE: Use the voice in four ways

ANALYZE | Voice Control

ACTIVITY | S1U1L5: Using

Your Voice: Interactive

- **Have students read** about four ways to use the voice.
- **Discuss** that shouting or calling is loud but controlled, so that sound carries over distance.
- **Stress** the need for control; uncontrolled

- Reinforce steady beat.
- Sing a Halloween song while patting to a steady beat.
- Sing a song with loud and soft expressions.
- Sing a song with loud and soft sounds.
- Create loud and soft vocal sounds.

Lesson / Instruction

GOAL: Reinforce the steady beat.

LISTEN / MOVE | Funeral

March of a Marionette

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

CONCEPT OVERVIEW | S4U2L4: Funeral March of a Marionette (Interactive)

- Invite children to discuss their personal Halloween stories.

Have children:

- Listen to an excerpt of "Funeral March of a Marionette" on the slide. (NOTE: the introduction is 35 seconds long.)
- Listen to the music again and pretend to dress up in a costume or take off a costume during the A sections, and walk with the beat during the B section, pretending to knock on a door when they hear the loud sounds.

!LISTENING MAP | Funeral March of a Marionette (Interactive)

Halloween is a time for carving pumpkins and dressing up.

- Pat with the steady beat.
- Pretend to dress up or take off a costume during the A sections.
- Walk with the steady beat during the B section. Pretend to knock on a door when you hear the loud parts.
- Have children listen again and tap with the steady beat
 - or use **Resource Master C-4, p. 152**, to make an unpitched percussion instrument to play with the beat make an instrument and play with the beat!

GOAL: Sing a Halloween song while maintaining a steady beat.



Song Anthology, p. 59, and Piano Accompaniments, p. 78.
Say: "Let's listen to different sounds of the voice in the song 'Rise, Sally, Rise.'"

Have children:

- Listen to the song and add actions for what's described. (You may wish to use the choreography in the Song Anthology.)
- Clap the Ch-ch-ch-ch pattern in measure 4.
- Talk about the difference between "words" and "sounds" (Ch-ch-ch-ch) in the song.

SING | Rise, Sally, Rise
Rise, Sally, Rise (Stereo Mix): **Audio**

Once the children know the Ch-ch-ch-ch-ch-ch vocal pattern in "Rise, Sally, Rise," apply the idea of vocal sounds to instrument playing.

Invite children to:

- Echo you saying and patting or clapping the Ch-ch-ch-ch-ch-ch rhythm pattern.
- Explore new vocal sounds to replace the Ch-ch-ch-ch-ch-ch and the sounds of body percussion
 - such as Boo-boo-be-boo-boo or Da-da-dee-da-da.
- Sing the song using the new vocal sounds for the pattern in measure 4.

TEACHER TO TEACHER | Teaching Tips

Ways to Lead Patting the Beat Find different ways to help children keep the beat, such as nodding their heads, shrugging shoulders, wiggling hips, bouncing on toes, shifting weight from side to side, bending and straightening, twisting, tapping a partner on the shoulder, moving arms and legs—first on one side, then the other.

LISTEN | Wee Willie Winkie

iSONG | Wee Willie Winkie: **Interactive**

Invite children to:

- Listen to "Wee Willie Winkie."
- Talk about the voices heard. (speaking and singing voices) Echo-speak the rhyme,

Rocker: Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot
"X": Cross one foot in front of the other and jump, uncross and jump
Backward: Turn rope backward and jump
Bell: Jump forward and backward over a line
Wounded Duck: Jump with heels in and toes out, then heels out and toes in
Side-swing: Swing the rope to one side of the body, then swing overhead and jump
Criss-Cross Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again
Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Cool-down: (5 min)
1. Simon Says (Card 5)

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

FRISBEE UNIT

Standards

are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Objectives:

- Read a syncopated pattern.
- Sing high do.

Concept:

- Rhythm

Lesson / Instruction

READ | Syncopated Rhythm

CONCEPT OVERVIEW | S2U2L1: A Folk Song with Syncopation: Interactive

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

LOCATOR MAP | Benin and Nigeria: Interactive

- Tell students they will be reading and singing a song from the Yoruba people, who traditionally live in the western African countries of Nigeria and Benin.

ACTIVITY | S2U2L1: Syncopation and High Do: Interactive

Have students:

- Review syncopation by reading the top of the slide.
- Describe the syncopated pattern on the slide. (♩ ? ♩)

SONG ANTHOLOGY | Grade 5: Document

- Have students find the syncopated rhythm pattern in the **Song Anthology** notation for "Fun wa ni alaafia," p. 88.

iPRONUNCIATION | Fun wa ni alaafia (Send Us Your Peace): Interactive

Have students

- Listen to the pronunciation for "Fun wa ni alaafia."
- Refer to **Song Anthology** (above) again to read the words of the song in rhythm, patting to the beat.

RESOURCE MASTERS | Grade 5: Document

- Check students' understanding of syncopation by having

yelling can damage vocal cords. (Students may think about shouting rather than doing it out loud.)

- Guide students to touch hands gently to their throats to feel changes in vibration.
- Have them speak, sing, call, and whisper their names and compare what they felt for each.

LISTEN | Egy üveg alma

LOCATOR MAP | Hungary: Interactive

- Tell students they will learn a counting song from Hungary.

Egy üveg alma (Stereo Mix): Audio

- Have students listen to "Egy üveg alma" and determine that the performers were singing.
- Guide students to categorize the voices they heard as being those of children.

iPRONUNCIATION | Egy üveg alma (One Jar of Apples): Interactive

- Have students learn the Hungarian words.

ACTIVITY | S1U1L5: Hungarian Numbers: Interactive

- Have students use the chart to speak and whisper the numbers in two languages.

SING | Egy üveg alma

iSONG | Egy üveg alma (One Jar of Apples): Interactive

- Tell students that each person's singing voice can sound different.
- Invite them to sing "Egy üveg alma," listening carefully to each other to blend their sound and dynamics.

DESCRIBE | Speak and Whisper

ART GALLERY | Apples in a Hat: Interactive

- Read about "Apples in a Hat" by Levi Wells Prentice.

PERFORM | Apple Tree

ACTIVITY | S1U1L5: "Apple Tree" Rhythm: Interactive

- Have pairs of students plan a performance of "Apple Tree," choosing where they will use some or all of the three voices.
- Invite pairs to perform for the class,

LISTEN | Put On a Costume

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

CONCEPT OVERVIEW | S4U2L4: Put On a Costume (Interactive)

Have children:

- Listen to "Put On a Costume," patting with the steady beat.
- Talk about their Halloween experiences.
- Discuss what happens in the song. (put on a costume, wear a mask, and go trick-or-treating, ring the door bell, hold your bag, give neighbors a fright) (You may wish to display the slide for "Funeral March of a Marionette" and point to the illustrations during this discussion.)

iSONG | Put on a Costume (Interactive)

- Listen and describe what happens in the song.

SING | Put On a Costume

- Ask students to sing the entire song.

GOAL: Sing a song with loud and soft expressions.

LISTEN | Something Funny Outside

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

CONCEPT OVERVIEW | S4U2L4: Something Funny Outside

Have children:

- Listen to "Something Funny Outside" and discuss the meaning of the words.
- Name the things that might be making the sounds. (wind, rain, a cat, a dog)
- Echo-speak each phrase while using gestures and dynamic changes to accent the words.
 - Listen —place hand on ear
 - Shhhh —place index finger over lips; demonstrate, growing gradually louder as the following words are spoken and sung: It's shuffling closer, shuffling closer, Now I hear it breathing.
 - Whisper on Listen! I can hear



one line at a time, patting to the beat.

- Sing the song **Song Anthology, p. 74, and Piano Accompaniments, p. 93.**

LINKS | Reading
ACTIVITY | S1U2L7: Wee Willie Winkie Words: **Interactive**
Reading: My First Words
Use the slide to help children explore letter shapes in words from "Wee Willie Winkie."

Invite children to:

- Click on each picture tile to reveal the corresponding word. (run, town, lock, bed)
- Trace the shape of each letter in the word with their finger.

SING | Wee Willie Winkie
Wee Willie Winkie (Stereo Mix): **Audio**

Have children:

- Sing the song "Wee Willie Winkie."
- Clap at the end of each musical phrase.

MOVEMENT | Wee Willie Winkie Game
Wee Willie Winkie Have children work in five groups or "towns." Say the first two lines as one child from each group carefully walks through the "town." Say the third line as the child stops in front of another child, and then calls, "Are the children in their beds, for it's eight o'clock." The second child then becomes Wee Willie Winkie and the game continues. Continue playing the game until each child has had a turn.

PLAY | Wee Willie Winkie
ACTIVITY | S1U2L7: Play with Willie Winkie!**Interactive**
Provide children with a basket of assorted instruments (triangle, wood block, hand drum, finger cymbals, sand blocks, claves). Display the slide.

Invite children to:

- Discuss what the pictures on the right illustrate. (each line of the song/rhyme)
- Name the instruments on the left. (left column: triangle, wood block, hand drum; right column: finger

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

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

4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.

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:

- Increase cardiovascular efficiency

Lesson / Instruction

Procedures: (10 min)

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

Warm-up (5 min)

- Mingle, Mingle (Card 6)

Go Fitness/Cardiovascular Activity (12 min)

- Home Zone Tag (Card 29)

Go Activity (15 min)

- Flying Disk (Card 425):
 - Review: (2-4 mins.)
 - Throwing

them use **Resource Master R-5, p. 115**, for more practice reading syncopated rhythms.

ACTIVITY | S2U2L1: Syncopation and High Do: Interactive

Have students:

- Identify the starting pitch in the lower example as high do. (C |)

SONG ANTHOLOGY | Grade 5: Document (see above)

- Sing the pattern and then find it on **Song Anthology p. 88.** (It appears twice.)

READ | High Do
ACTIVITY | S2U2L1: Syncopation and High Do: **Interactive**

Have students:

- Look at the slide that shows Syncoation and High Do.
- Identify the starting pitch in the lower example as high do. (C ')
- Sing the pattern and then find it on **Song Anthology p. 88.** (It appears twice.)

MOVE | Fun wa ni alaafia
iSONG | Fun wa ni alaafia (Send Us Your Peace): Interactive

- Have students sing the song and clap to the beat.
- Then invite students to learn a step-close pattern.

Formation: Stand in a circle facing center, with elbows bent, hands up, palms out to the side.

Movement: Step-close counterclockwise (to right), patting hands of neighbors on "step" and clapping their own hands on "close." Repeat in clockwise direction while singing the song a second time.

MUSIC SKILLS | Recorder, Play
RECORDER | Grades 5-6: Document
VIRTUAL RECORDER | Recorder
Fingerings: Interactive

- Have students use **Recorder Master R-5** to play the melody of "Fun wa ni alaafia."
 - View the fingerings on the **VIRTUAL RECORDER**

then ask them to explain some of their choices.

Perform "Apple Tree" using the rhythm shown on the slide. How does this change the way you speak the poem?

- Think about the words for which you might use your speaking, whispering, or singing voice.
 - You could whisper apple tree the second time you say it.
 - Then it would sound like an echo.
- Practice how you would like to perform this poem for the class with a partner.

WRAP UP

- Have students explain how they categorized voices they heard, and describe how they explored four different ways of using their voices.

Summarize

- Ask students to show that they recognize pitches they hear in "Egy üveg alma."
- Have them take turns singing the first phrase of the song with the appropriate pitch syllables.
- Then invite them to sing the entire song.

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

Section 1: Unit 1 Lesson 4: Melodies Take Shape

Standards

MU:Cn10.0.4a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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.

something funny outside!"

- Shout on It's here!

iSONG | Something Funny Outside (Interactive)

- Listen to the song and tell the meaning.
 - "What might make the sounds described by the song?"
- Echo phrases and move to show the meaning of the words.

SING | Something Funny Outside

- Invite children to sing "Something Funny Outside" using gestures and dynamic changes. (See LINKS | Theater below.)
- Listen to the song with loud and soft parts.
- Move to show the meaning of the words.

LINKS | Theater
Dramatic Reading

- Create a dramatic reading by inviting children to use the words of "Something Funny Outside."
- Divide the parts of the song and assign to small groups of children to read together. I
- Invite another group to create sound effects where appropriate.
- For more fun, ask the children about an ending for the song: What is the "It" that has arrived

GOAL: Sing a song with loud and soft sounds.

LISTEN | Skin and Bones

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

CONCEPT OVERVIEW | S4U2L4: Skin and Bones (Interactive)

Have children:

- Listen to "Skin and Bones" and discuss the story of the old woman.
- Share what they think the old woman saw when she opened the door and heard Boo.
- Listen to the song and sing every time "ooh!" is heard.

iSONG | Skin and Bones (Interactive)

- Listen and describe the old woman in the song.
- Sing the end of each verse on "Oo-oo-oo-ooh!"



cymbals, sand blocks, (claves) Allow children to explore the sound of the instruments.

- (Optional: You might want to use the virtual Percussion Instruments or the Glossary of Instruments in Resources.)
- Decide as a class** what instrument should be used to play at the end of each line as volunteers drag the instruments to the corresponding picture. (Answers will vary.)
- Sing** the song, playing the selected instruments.
- Talk about** the different sounds of the instruments.

HISTORY AND CULTURE
| Wee Willie Winkie
The rhyme was written by William Miller (1810–1872), “the Laureate of the Nursery.” Published in 1841, it is the first of five verses in a poem said to be about King William IV of England. It has long been a favorite of children and adults alike.

TEACHER TO TEACHER
| Decision Making
Decision Making As you assess decision making, note what motivates children’s choices: Peer/ teacher imitation? Object color/shape/sound? Associations with objects?

Observe how children make decisions about tone color.

PROGRESS CHECKPOINT
Informal Assessment
Ask children to identify the voice of a child or an instrument while you play it out of their sight. Observe whether children say “voice” or the correct instrument name.

Optional Reteaching
If children have difficulty identifying the sounds accurately, begin by showing two sources and then produce those sounds for children. Then hide the

- 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”

- Skill Development Activity (20 mins)**
 - Catching While Moving
 - Throwing Ahead of Their Partner
 - Change Partners Often

Cool-down (5 min)

- High 5 in the Middle (Card 9)**

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 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.

| Recorder Fingering:
Interactive slide.

HISTORY AND CULTURE
| Song Origin
Read:
“Fun wa ni alaafia,” also popularly known as “Funga Alafia,” is familiar in the United States as a call-and-response song. It is used as a welcoming chant to encourage audience participation at the start of African dance and drumming performances. It has been assumed to have folk origins in western Africa. Another possibility, according to research presented by Azizi Powell, is that this song was based on the melody of the refrain of “Li’l ‘Liza Jane” with Yoruba words added by LaRocque Bey, a choreographer who worked in African American dance companies in the 1950s and 1960s. Since that time, the song has become familiar and enjoyed by many, possibly even in western Africa, with variations in the lyrics and translations as it is passed down. To explore Ms. Powell’s research further, right-click and choose open link in new tab or in new window:
www.pancocojams.blogspot.com for her post and the citations and links within.

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

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

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

MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

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

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

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

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

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

SING / PLAY | Skin and Bones

Have children:

- Sing the entire song, getting softer at each verse until they say BOO in a loud voice at the end.
- Play this accompaniment on instruments. (Note: The page in the slide will turn automatically after Verse 3; advancing the page or turning it back manually, using the arrows, will stop the audio.)

PLAYALONG | S4U2L4: Skin and Bones (Interactive)

- Sing the whole song.
- Play instruments with the song.

HISTORY AND CULTURE
| The Jack O’ Lantern

- The Jack O’ Lantern is one of the most famous of Halloween icons.
- The original Jack O’ Lantern was not a pumpkin. Instead, traditionally turnips, rutabagas, gourds, potatoes, and beets were hollowed out to make Jack O’ Lanterns.
- Eventually, it was discovered that pumpkins were bigger and easier to carve out.

GOAL: Create loud and soft vocal sounds.

LISTEN | Song Halloween

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

CONCEPT OVERVIEW | S4U2L4: Halloween Interactive

Have children:

- Listen to “Halloween.”
- Share whether or not their experiences on Halloween are like those in the song.
- Listen again and echoing each phrase.

iSONG | Halloween (‘You should know...’)
(Interactive)

- Listen and tell about the words of the song.
- Echo each phrase of the song.

SING | Louder and Softer with Halloween

- You may wish to display the Song Anthology notation for the song, on p. 63.



instrument (or child whose voice they will hear) and ask children to identify the sound.

WRAP UP

- Remind children that they heard instrumental sounds and vocal sounds that include singing and speaking in this lesson.
- Tell them** that we recognize the sounds of instruments or voices around us because each one has its own special sound or tone color.

SCHOOL TO HOME

"Rise, Sally, Rise," p. 59
"Wee Willie Winkie," p. 74

Materials / Resources / Technology

Classroom Materials:
Instruments: shakers; basket of assorted rhythm instruments

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

BOOMWACKERS: Jingle Bells

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 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

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

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

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

Objective:

- Increase cardiovascular efficiency

Lesson / Instruction

Procedures: (10 min)

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

Warm-up (5 min)

- Mingle, Mingle (Card 6)

Go Fitness/ Cardiovascular Activity (12 min)

- Home Zone Tag (Card 29)

Go Activity (15 min)

- Flying Disk (Card 425):**
 - Review: (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"
 - Skill Development Activity (20 mins)**
 - Catching While Moving
 - Throwing Ahead of Their Partner
 - Change Partners Often

Cool-down (5 min)

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:

- 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 front.

Recess 2:30pm - 2:45pm

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

Grade 5 | Spotlight on Music: Section 2: Unit 2: Lesson 8:

purposes, or contexts.

Objectives:

- Read and sing a pentatonic melody using pitch-syllable names do re mi so la.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L4: Melodies Take Shape: Interactive

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

iSONG | Somos el barco (We Are the Boat): Interactive

- Remind students** that one way they have shown the contours of melodies is by moving one hand up and down as they sing.
- Have them sing** "Somos el barco," moving to show the melodic contour.

Develop

PRACTICE: Follow melodic contour.

READ | Melodic Contour

- Invite students to listen** to "Bu-Vah" while tracing a finger over the melody shown in the **iSONG | Bu-Vah (Sleep): Interactive**

PRONUNCIATION | Bu-Vah

iPRONUNCIATION | Bu-Vah (Sleep): Interactive

- Have students practice** the Hopi words with the pronunciation for "Bu-Vah."

SING | Bu-Vah

- Share the meaning** of the Hopi words with students.
- Read this translation** of "Bu-Vah."

*Sleep, sleep, sleep
in the middle of the path sleep sleep
two little stink bugs sleep sleep
one carrying the other sleep sleep
sleep sleep sleep*

- Have students sing the song**, choosing and using expression

- Invite children to sing the entire song singing loudly on You should..., If you look..., Me! and singing softly on They come at..., 'cause it might be)
- Sing some parts of the song louder and some parts softer.

MUSIC SKILLS |

Improvise

- Improvise** Invite children to improvise an accompaniment for "Halloween" using unpitched percussion instruments.
 - First have them improvise simple patterns using body percussion.
 - Start with the steady beat, then have them develop more complex patterns, using the slide to drag rhythm elements that include , , and in any order they choose.
 - Once children are comfortable with their arranged rhythm patterns, have them transfer their pattern to percussion instruments to accompany "Halloween."

ACTIVITY | S4U2L4: Halloween Playalong

- (Interactive) Create your own rhythm pattern.
- Play it with the song.

LINKS | Language Arts

- Halloween Words Brainstorm a list of words that give that Halloween "feelings," for example, happy, surprised, or excited. Have each child choose a word and color a Jack O' Lantern face that fits the description.
- After the children have finished, have fun by inviting them to match each "jack" to the word.

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

Halloween Games

Standards

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



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 ensemble performances, individually or in collaboration with others.

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

- **High 5 in the Middle (Card 9)**

Practice Time 2:45pm - 3:30pm

Compare Syncopated Rhythms

Standards

MU:Cr1.1.5a Improve 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.

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.

Objectives:

- Compare syncopated rhythms.

Lesson / Instruction

READ | 'Way Down Yonder in the Brickyard
CONCEPT OVERVIEW | S2U2L8: Compare Syncopated Rhythms: Interactive

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

THINK! | S2U2L8: Compare Rhythms: Interactive

Have students:

- Read three rhythms from "'Way Down Yonder in the Brickyard" and compare and contrast them.
- Compare the pattern with the pattern. Discover that the first pattern is exactly twice as long.
- Say the words of the three patterns on the slide in rhythm.

SONG ANTHOLOGY | Grade 5: Document

appropriate for a lullaby.

LISTEN | Bu-Vah

LISTENING | Bu-Vah:

Interactive

- Have students listen to a Hopi singer perform "Bu-Vah."

THINK! | S1U1L4:

Lullabies: Interactive

- Have students discuss the Think! question.

MUSIC SKILLS | Play

VIRTUAL INSTRUMENTS:

(3) Interactives

- Have students play the GGD GGD pattern in "Bu-Vah" on pitched instruments such as keyboard, mallet instruments, or recorder (or Virtual Instruments).

LINKS | Art

ACTIVITY | S1U1L4: Learn

About Hopi Culture:

Interactive

ART GALLERY | Hopi

Plaque: Interactive

Read: Art Gallery: Art Connects to Music

The Hopi are great builders and craftspeople, and art and music play an important part in their daily lives. The design of Hopi objects, both ritual and domestic, is very complex and beautiful. Ceremonial songs are accompanied by ornate rattles and drums, while love songs and lullabies are accompanied by the Hopi flute, which is often ornately carved into the likeness of a bird's head, a horse, or other creature.

PRACTICE: Describe melodies as moving up, down, or by repeated pitches.

READ | Contour of Bu-Vah

- Explain that the shape, or contour, of a melody is formed when pitches move up, down, or repeat.
- Describe the contour of "Bu-Vah."

EXPLORE: Show contour of melody that includes do re mi so la.

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.

Objective:

- Learn cooperative strategies and team-building skills
- Actively participate in games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- Simon Says (Card 5)

Go Fitness - Limber

Limbs Stretching Activities (12 min)

- Stretch Routine (Card 60)

Halloween Activities



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:

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

Procedure:

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

- Have students refer to the notation on Song Anthology p. 276** to read the words of the entire song in rhythm.

PITCH SOUNDS AND SYMBOLS: Interactive

- Use the Settings button on this slide to choose Scale = do pentatonic and Pitch for do = C.
- 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.
- Ask students to return to Song Anthology p. 276 to sing "Way Down Yonder in the Brickyard" with pitch syllables.

iSONG | 'Way Down Yonder in the Brickyard: Interactive

- Have students sing "Way Down Yonder in the Brickyard" with the words.**

IMPROVISE | Pentatonic Phrases

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

- Have students** clap the rhythm of the response, then take turns improvising with it in C pentatonic after the class sings each call.
- Then invite students** to use the rhythms of both the calls and responses to improvise their own musical questions and answers.

MOVEMENT | Game

Game: 'Way Down Yonder in the Brickyard
Have students learn the ring play, or circle game.

Formation: Circle, with one person in center. All movements are to the beat, except as noted. On Remember me all point to themselves.

A section: Starting on the right foot, step-clap-step-clap in place, while center person performs the same

READ | Pitches and Pentatonic Scales

ACTIVITY | S1U1L4: The Pentatonic Scale:

Interactive

- Invite** students to read about the five pitches and pentatonic scales.
- Point out** that the notes are on a staff with a treble clef symbol at the beginning of the line. Have students come to **the board and trace the symbol with their finger.**
- Ask students which line of the staff the circle in the treble clef symbol surrounds. (G)
- Share** that the symbol is sometimes called the G-clef.

ACTIVITY | S1U1L4: Pentatonic Scale with Pitch Syllables: Interactive

- Guide students to practice** with the pentatonic pitches n C by using the interactive slide.

ACTIVITY | S1U1L4: Pentatonic Pitches: Interactive

- Ask students to name** the pitches of each "Li'l Liza Jane" pattern using pitch syllables. (la so mi so; mi mi re do)

HISTORY AND CULTURE | Pentatonic Scales

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

Read:

The folk music of many peoples around the world are built on pentatonic scales. These types of tunes can be heard frequently in the traditional music of Africa, Asia, and Europe. Even many rock songs contain pentatonic melodies. There are many ways of combining five notes into a scale. The most common pentatonic scale in Western music can be heard by playing only the black keys on a piano and include the pitches do, re, mi, so, la.

- Halloween throwing games (*teacher purchased*)
- Cool-down (5 min)**
- Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

Halloween Games

Standards

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

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

2.PE.10 Practice skills with minimal teacher prompting.

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

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

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

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

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

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



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

**Section 2: Unit 1:
Lesson 6: Compose
a Pentatonic Melody**

Standards

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

MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

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

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

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

Objectives:

- Identify a do-re-mi melody.
- Compose a pentatonic melody.

Lesson / Instruction

**This lesson will take
2 class periods**

movement inside the circle.

B section: Center person chooses a partner in the circle; they both perform the step-clap movement on the words step it down.

C section: Center person swings with partner, stopping in partner's place in the circle. Partner is the new center person. Repeat.

Have students perform the musical game again while singing "Way Down Yonder in the Brickyard."

LISTEN | King Stephen Overture

LISTENING | King Stephen Overture:

Interactive

- **Have students listen** to *King Stephen (Overture)*, raising a hand when they hear syncopation.

**Materials /
Resources /
Technology**

Classroom Materials
Instruments: pitched instruments (C pentatonic)
Resource Master R•8 (Improvising on Themes)

- **Play a pentatonic scale using the black keys on the piano.**

**FINISH LESSON NEXT
CLASS PERIOD**

Objective:

- Learn cooperative strategies and team-building skills
- Actively participate in games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- Simon Says (Card 5)

Go Fitness - Limber

Limbs Stretching

Activities (12 min)

- Stretch Routine (Card 60)

Halloween Activities

- Halloween throwing games (*teacher purchased*)

Cool-down (5 min)

- Simon Says (Card 5)

Practice Time 2:45pm - 3:30pm



READ | Pitches and

Rhythms ? ? ? ? ?
? ? ? ? ? ? ? ? ? ?
? ? ? ? ? ? ? ? ? ?
? ? ? # b h

CONCEPT OVERVIEW |

S2U1L6: Compose a

Pentatonic Melody:

Interactive

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

PITCH SOUNDS AND

SYMBOLS: Interactive

- **Use** the Settings button to choose **Scale = do pentatonic extended** and Pitch for **do = B**
 - **Deselect** Pitch Syllables **so la**.
 - Keep do re mi in both octaves in order to have it available in the higher octave.
- **Have students echo** the pitches with pitch syllables as you click different patterns of do, re, and mi in the upper octave.
- **Ask them to add** hand signs when they hear do-re-mi in that order.

ACTIVITY | S2U1L6: A

Motive by Haydn:

Interactive

- **Discuss** the information about motives.

Have students:

- **Identify** the pitches and rhythms in the motive on the slide. (*do, re, mi; quarter notes and quarter rest*)
- **Identify** do and the meter. (*B b , line 3; 2/4*)

HISTORY AND CULTURE

| Franz Josef Haydn

Franz Josef Haydn

(1732–1809) This popular

Austrian composer

influenced both the young

Mozart and Beethoven.

Haydn is credited with

having standardized the

classical symphonic and

sonata forms. He penned

104 symphonies in

addition to chamber music,

choral works, and piano

pieces. Haydn was famous

for his sense of humor and

many of his symphonies

contain musical jokes and

trick endings. We are

taken by surprise when we

expect to hear the do-re-mi

motive and only a loud do



is played. The movement ends on an accented do-re-mi.

LISTEN | Symphony No. 35. Fourth Movement

iLISTENING MAP | Symphony No. 35, Fourth Movement: Interactive

- **Before starting**, call attention to the building in the background on the still map. This is a view of the back of Esterháza palace, where Haydn worked for Prince Nikolaus Esterházy as music director and court composer in the 1760s.
- **Have students listen** to the selection, then guide them to read about, identify, and describe the **genre** of this piece. (*symphony; played by orchestra, has movements, fourth movement has fast tempo*)
- **Play the selection again and have students indicate** with hand signs when they hear the do-re-mi motive.
- **Ask them to follow** the listening map and name the section(s) with a do-re-mi motive. (the A sections)
- **Discuss** that a symphony can have multiple movements, which may each have sectional form, in this case AABABA.
- **Encourage students to listen for** phrases within the sections.

MUSIC SKILLS | Listen

Listen

- **Use these additional activities with the interactive listening map for Haydn's Symphony No. 35, Fourth Movement.**

Form

- **Have students study** the form diagram at the bottom of the map and identify the form of the piece as AABA | BA | .
- **Agree on gestures for students to use** to show the A, B, and A | sections as they watch the map.
- **Play the map and have students listen for** the different sections to occur.
- **Instruct them to show their understanding** of the form by using the pre-designated gestures.

Melody



- **Have students sing** the do-re-mi (B , C, D) pattern shown notated in the middle of the still map.
- **Explain** that this pattern occurs in the A and A | sections.
- **Play the map and have students follow** the contour of the melody as the pitches go up, down, and repeat.
 - Duration symbols appear above the contour as the music progresses.
- **Invite them to trace** the melodic contour in the air as they listen.
 - They might also show the do-re-mi pattern with Curwen hand signs or hand levels when they hear it.
 - These pitches are shown on the map as a red, yellow, blue flower pattern.
 - Each of the first three flowers is one beat.

Dynamics and Tempo

- **Have students locate on the map** the dynamic symbols for forte and piano (*f* and *p*) and define the tempo presto. (very fast, faster than allegro)
 - **Play the map again and have students focus on** the dynamics and tempo.
- **Have students do** a two-beat conducting pattern matching the presto tempo.
 - They should use a **large motion** for forte dynamics
 - They should use a **smaller motion** for piano dynamics.
- **Using the Audio Only button**, challenge students to do the conducting pattern, showing dynamic changes as above without the aid of the animation.

CREATE | Melodies

ACTIVITY | S2U1L6:

Compose in Pentatonic:

Interactive

RESOURCE MASTERS|

Grade 5: **Document**

- **Have students create** melodies on F, G, A, C, and D that start and end with a do-re-mi motive, as in the listening selection.
 - If needed, point out that do re mi will have different letter



names than the ones students read in Haydn's motive.

- The length of each phrase can be left up to students.
- **Suggest to students that they use** Haydn's motive like a question and make their melodies answer the question.
 - For example, they could think the motive with words like "What's your name?" and then answer the question.
 - They could then use the word rhythms of the answer and add pitches from the given pentatonic scale to complete the melody.
- **After they create their melodies, have students explain** whether their choices about melodic direction, form, and dynamics were influenced by what they heard in Haydn's work.

ANALYZE | Genre and Form

- **Have students review** the genre they discussed earlier in the lesson. They heard part of a symphony, which is played by an orchestra and has movements, often including a fourth movement in a fast tempo.
- **Help students restate** the larger and smaller forms they identified, such as a sequence of movements, AABABA sectional form, and phrases within sections.

Recess 2:30pm - 2:45pm

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

Grade 5 | Spotlight on Music: Section 2: Unit 2: Lesson 7: Practice with Rhythms and Pitches

Standards

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

Objectives:

- Read a song with syncopation and low la.

Lesson / Instruction

READ | Rhythms

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

CONCEPT OVERVIEW | S2U2L7: Practice with Rhythms and Pitches: Interactive

Have students:

Refer to *Song Anthology* p. 231 for the notation of

"Somebody's Knockin' at Your Door.": **DOCUMENT**

- **Listen to** the song and identify the syncopated pattern (mm. 1, 5, 11, 13)
- **Find** the slurred pattern, the tied half notes, and the fermata. (m. 9; mm. 3–4, 7–8; end of line 3)
- **Clap** the rhythm of the song and read the words in rhythm, patting to the beat.

RESOURCE MASTERS |

Grade 5: **Document**

Have students

- **Practice writing syncopated rhythms using Resource Master R•7, p. 117: DOCUMENT**

PLAY | Rhythm Ostinato

ACTIVITY | Staff Paper |

Four 5-line Staves:

Interactive

- **Play** the last two measures of the ostinato below for the class.
- **Ask students** to reproduce the rhythm they hear by notating it or by clapping or playing it back to you.

PLAYALONG | S2U2L7:

Somebody's Knockin' at

Your Door: **Interactive**

VIRTUAL PERCUSSION |

Percussion (Drums, Bells,

Shakers, and Scrapers):

Interactive



- **Have students** form two groups, one to sing the song and the other to say, tap, or play the ostinato on a woodblock during the tied half notes and the two measures of rest in lines 5 and 6

READ | Pitches

- **Use** the Settings button on this slide to choose Scale = la pentatonic and Pitch for do = E ; add high do by selecting it in the Pitch Syllables column.
- **Invite** students to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order, and to practice singing along using the hand signs.

PITCH SOUNDS AND SYMBOLS: Interactive

- **Click** the pitch syllable names in any order. Echo the pitches and practice the hand signs.

Have students:

- **Use the notation** on Song Anthology p. 231 to find measures with low la. (mm. 2, 12, 14, 18)
- **Identify** the song as pentatonic and discuss the range of the pentatonic melody and which pitch extends it below do.
- **Sing** the song with pitch syllables.

iSONG | Somebody's Knockin' at Your Door:

Interactive

- Have students sing the song with the words.

MUSIC SKILLS | Orff

Instruments and

Improvise

Orff Instruments

- **Have students learn** the Orff accompaniment for "Somebody's Knockin' at Your Door" on Orff Orchestration O•20.ORFF ORCHESTRATIONS I Grade 5: **Document**

VIRTUAL MALLET

PERCUSSION | Orff Mallet

Percussion (Xylophones, Metallophones, and Glockenspiels):

Interactive

Improvise

- Have students improvise melodic embellishments as they sing the song, especially on long notes or during the rests.



**Materials /
Resources /
Technology**

Classroom Materials

Instruments: woodblock
Resource Master R-7
(Writing Syncopation)