





Monday 10/28/2024	Tuesday 10/29/2024	Wednesday 10/30/2024	Thursday 10/31/2024	Friday 11/01/2024
School Day 39	School Day 40	School Day 41	School Day 42	School Day 43
Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	 Halloween	 LAST DAY End of 1st Quarter <small>OF QUARTER</small>
Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Breakfast Duty 8:00am - 8:20am	Band - 7 & 8 8:35am - 9:30am
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	PIANO: Star Spangled Banner BAND: Up On The House Top
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.
MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate	MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music	MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate	MU:Cr3.1.7a Evaluate their own work, applying selected	MU:Cr3.1.7a Evaluate their own work, applying selected



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

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

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

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

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

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

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

including style, form, and use of sound sources.

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and reasons for choices.

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

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

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

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

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

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



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

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

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

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

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

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

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal

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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



rhythmic phrases, melodic phrases, and harmonic sequences.

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

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

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

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

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in

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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

rhythmic phrases, melodic phrases, and harmonic sequences.

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audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

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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 A section)
Cole: Drums, Mallets & Percussion
Brody: Drums & Percussion
Abby: Persussion
Ash: Flute
Jacob: Trombone
Lucas: Euphonium

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

(Grade K) Spotlight on Music: Section 4: Unit 2: Lesson 2: Halloween

Standards

MU:Cn10.0 Connect 10 - Synthesize 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

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 "hmmm" — 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 A section)
Cole: Drums, Mallets & Percussion
Brody: Drums & Percussion
Abby: Persussion
Ash: Flute
Jacob: Trombone
Lucas: Euphonium

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Section 4: Spotlight on Celebrations: Unit 2: Autumn: Lesson 2: Halloween

Standards

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 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.
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 - Hum slowly, and evenly, through a straw from C3 up to C5, then back down.
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and culturally authentic practices in 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.

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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)
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Cole: Drums, Mallets & Percussion
Brody: Drums & Percussion
Abby: Persussion
Ash: Flute
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Lucas: Euphonium

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Section 1: Unit 1: Lesson 4: Melodic Shapes

Standards



relate knowledge and personal experiences to make music.

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

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

MU:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

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

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

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

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

MU:Re8.1.PreKa With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

(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

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

Jump Rope Activities

Standards

2.1c Exhibit a variety of small motor skills.

2.1e Engage in self-help skills.

2.1f Perform increasingly more sophisticated actions

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

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

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' 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:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

Objectives:

- Identify repeated words and melody with "Town Hall Halloween Ball."
- Respond with movement to reflect meter of "The Thing."
- Play short pattern on unpitched instruments with "Jack-o'-Lantern."

Lesson / Instruction

Halloween Rhythm Stick Parade and Play-Along
 LINK: http://youtu.be/35vnuQmz990?si=wSBB6w_ns2uNTdK9

DESCRIBE | Repeated Words

Give children an overview of the lesson using this slide.

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

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

Jump Rope Activities

Standards

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

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

MU:Cr1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

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

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

Objectives:

Match a vocal contour to a visual representation.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L4: Melodic Shapes: Interactive

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

DESCRIBE | Upward and Downward in Willum

iLISTENING MAP | Willum: Interactive

- Have children review "Willum," following the arrows on the slide.
- Ask them what the arrows with dots show. (how the melody moves upward and downward)

LISTEN / DESCRIBE | Sleep, Bonnie Bairnie



Objectives

Objectives:

- Identify repeated words and melody with "Town Hall Halloween Ball."
- Respond with movement to reflect meter of "The Thing."
- Play short pattern on unpitched instruments with "Jack-o'-Lantern."

Lesson / Instruction

Halloween Rhythm Stick Parade and Play-Along

LINK: http://youtu.be/35vnuQmz990?si=wSBB6w_ns2uNTdK9

DESCRIBE | Repeated Words

Give children an overview of the lesson using this slide.

Have children:

- Listen to the seasonal song "Town Hall Halloween Ball," patting with the steady beat
- Tell which words were repeated in the song. (Sip, pop, bob; also, the phrase at the Town Hall Halloween Ball occurs twice in the song.)

SING | Town Hall

Halloween Ball

- Have children echoing the words from the lines Sip, pop, bob, and at the Town Hall Halloween Ball while following the teacher's model.
- Ask children whether the melody a the Town Hall Halloween Ball sounds exactly the same. (No; the first time the phrase ends by going down, the second time the phrase ending goes up.)

PLAY | Town Hall

Halloween Ball

- Have children sing the song while snapping on sip-sip-sip-pin', clapping on pop-pop-pop-pin', and patting on bob-bob-bob-bin'.

CONCEPT | The Thing

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

LISTEN | The Thing

- Have children listen to "The Thing." Ask what they think might be in the box.

MOVE | The Thing

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.

2.3i Demonstrate concepts through movement.

Have children:

- Listen to the seasonal song "Town Hall Halloween Ball," patting with the steady beat
- Tell which words were repeated in the song. (Sip, pop, bob; also, the phrase at the Town Hall Halloween Ball occurs twice in the song.)

SING | Town Hall

Halloween Ball

- Have children echoing the words from the lines Sip, pop, bob, and at the Town Hall Halloween Ball while following the teacher's model.
- Ask children whether the melody a the Town Hall Halloween Ball sounds exactly the same. (No; the first time the phrase ends by going down, the second time the phrase ending goes up.)

PLAY | Town Hall

Halloween Ball

- Have children sing the song while snapping on sip-sip-sip-pin', clapping on pop-pop-pop-pin', and patting on bob-bob-bob-bin'.

CONCEPT | The Thing

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

LISTEN | The Thing

- Have children listen to "The Thing." Ask what they think might be in the box.

MOVE | The Thing

- Have children follow along with Resource Master LM•10, as they listen again to "The Thing."
 - See Resource Master LM•10, p. 111. Teacher directions are on p. 110.
- Ask children which movement would best fit this music—walking, running, skipping, or galloping. (skipping or galloping) Invite them to show how the music moves as you play the song again.

DESCRIBE | Jack-o'-Lantern

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

Have children:

- Listen to "Jack-o'-Lantern."
- Pat and say the rhythm of "Jack-o'-Lantern" as they listen again.

1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.

1.PE.3 Move in self-space.

1.PE.4 Differentiate between fast and slow speeds, strong and light force.

1.PE.6 Discuss the benefits of being active and exercising or playing.

1.PE.7 Actively engage in health enhancement class.

1.PE.8 Understand muscles that grow strong with physical activity.

1.PE.9 Identify warm-up and cool-down activities related to vigorous physical activity.

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

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

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

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

1.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body types.

ACTIVITY | S1U1L4: Sleep, Bonnie Bairnie: Interactive

- Play "Sleep, Bonnie Bairnie" and invite children to listen for when the melody goes upward, downward, and when it stays the same.

ACTIVITY | S1U1L4: Sleep, Bonnie Bairnie Melodic Shape: Interactive

- Sing each phrase** for the children (or play the audio from the slide) and ask them to echo with hand direction movements.
- Then play the audio** and have a volunteer arrange the arrows to show he song's melodic shape. (upward/downward, same, upward/downward, same)

SING | Sleep, Bonnie Bairnie

iSONG | Sleep, Bonnie Bairnie: Interactive

- Have children sing** the song and pat with the beat.
- Ask them** if the speed of the beat is fast or slow. (slow)
- Explain** that this speed of the beat is called largo and this slow, soothing song is used to help a baby sleep.
- Invite children to sing** this largo song, moving as if they are rocking a baby with each slow beat.

LINKS | Health

The Importance of Sleep

Everyone sleeps, even fish in the sea! Sleeping is as important as breathing and eating. In fact, people can survive longer without food than they can without sleep. Scientists aren't exactly sure why we need sleep, but they think it helps our brains work better. The amount of sleep you need varies with age.

- Babies need around 16–17 hours a day.
- Most first-graders need 8–10 hours a night.

HISTORY AND CULTURE

| Sleep, Bonnie Bairnie

"*Sleep, Bonnie Bairnie*" The words to this song are in Gaelic, a language



- Have children follow along with Resource Master LM•10, as they listen again to “The Thing.”
 - See Resource Master LM•10, p. 111. Teacher directions are on p. 110.
- Ask children which movement would best fit this music—walking, running, skipping, or galloping. (skipping or galloping) Invite them to show how the music moves as you play the song again.

DESCRIBE | Jack-o'-Lantern

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

Have children:

- Listen to “Jack-o'-Lantern.”
- Pat and say the rhythm of “Jack-o'-Lantern” as they listen again.

PLAY | Jack-o'-Lantern

- Invite children to sing the song.

LINKS | Art (if time)

Art: Jack-o'-Lanterns

1. Have children cut jack-o'-lantern shapes out of folded sheets of orange construction paper, unfold their jack-o'-lanterns, and draw faces on them with black crayon.
2. Have them glue tongue depressors onto them, making puppets they can use to act out “Jack-o'-Lantern.”

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

Spotlight on Music: Section 4: Unit 2: Lesson 3: Halloween

Standards

MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

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

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 familiar people and strangers.

PLAY | Jack-o'-Lantern

- Invite children to sing the song.

LINKS | Art (if time)

Art: Jack-o'-Lanterns

1. Have children cut jack-o'-lantern shapes out of folded sheets of orange construction paper, unfold their jack-o'-lanterns, and draw faces on them with black crayon.
2. Have them glue tongue depressors onto them, making puppets they can use to act out “Jack-o'-Lantern.”

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

Spotlight on Music: Section 4: Unit 2: Lesson 4: Halloween (continued)

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

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

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

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

1.PE.17 Identify physical activity as a component of good health.

1.PE.18 Understand that challenges in physical activities can lead to success; and

1.PE.19 Describe positive results gained from participating in physical activities with others.

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:

- 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)

1. The S Trail (Card 7)

Go Fitness: Limber Limbs: Stretching Activities (10 min)

1. Let's Stick Together (Card 167)

Go Activity: Jump Rope Activities (25 min)

Materials: Jump ropes

spoken mainly in Ireland and Scotland. During the reign of Elizabeth I, Gaelic gave way to English as the everyday language and many of the songs were translated into English and passed down through the generations that way. At the end of the nineteenth and beginning of the twentieth centuries, however, a Gaelic revival resulted in the publication of many traditional and new Gaelic songs and tales.

HISTORY AND CULTURE

| Lullabies

The word “lullaby” was formed from the word lull (to soothe or calm) and the word by (as in “goodbye”). The word perfectly defines a lullaby: a song intended to quiet children and help them relax and sleep. All lullabies use simple language and syllabic meter with a melody. Lullabies are classified as “folk literature” because they come from the oral tradition, like legends, myths, and ballads. Sing a lullaby to students and ask them how it makes them feel.

LISTEN | La ranita cri

iSONG | La ranita cri (The Little Frog Croaks):

Interactive

You may wish to preview the interactive song “La ranita cri.”

ACTIVITY | S1U1L4: Upward and Downward with Frogs: Interactive

Have children:

- **Listen** to the Latin American song “La ranita cri” (“The Little Frog Croaks”), and discover that the melody moves upward and downward.
- **Describe** the sequence of patterns (upward, upward, upward, downward), tracing the melodic shape in the air.
- **Find** the frog picture that represents upward (top frog) and the frog that represents



them to convey expressive intent.
MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.
MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

Objectives:

- Experiment with vocal tone color for special effects in "This Is Halloween."
- Listen for a steady crescendo in "In the Hall of the Mountain King."
- Identify AB form in "Pick a Pumpkin."

Lesson / Instruction

Halloween Rhythm Stick Parade and Play-Along

LINK: http://youtu.be/35vnuQmz990?si=wSBB6w_ns2uNTdK9

INTRODUCTION | This Is Halloween

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

Have students:

- Listen to "This Is Halloween," and name the season this song fits. (Autumn)
- Discuss the scary effects heard in the accompaniment and how they are notated in the text.
- Listen to this autumn seasonal song again and sing the phrase This is Halloween.

SING | This Is Halloween

- Have students sing the entire song using vocal exploration by experimenting with tone colors, like singing in a breathy, spooky voice, using sudden loud dynamics, and so on.
- As they sing "This Is Halloween," assess their vocal explorations to see whether they

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.

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:

- Jump a swinging rope (long or short) using

music selected for performance.

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

MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

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 Halloween melodies in "Halloween Montage."
- Sing the Halloween song "Nottamun Town" containing mixed meters and triplets.
- Sing the song "Dry Bones" accompanied by percussion instruments and movement.

Lesson / Instruction

INTRODUCTION | Halloween Medley

- Give students an overview of what they will learn with "Halloween Medley."

LISTEN | Halloween Medley

- Have students:**
- Read about Halloween and listen to

(stand on rope with handles reaching armpits)
 1. Freestyle (Card 274)

Materials: 1 jump rope per student, *Jump Rope Task Cards* (282-294)

REVIEW: 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 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

downward (bottom frog) on the slide and take turns pointing to them as they listen again.

- **Listen again** and trace the dot contour with a finger for each frog as they hear the melody.

SING | La ranita cri

ACTIVITY | S1U1L4: Draw Melodic Contour

Squiggles: Interactive

- **Have children sing each phrase and show the melodic shape** with their hands. You may wish to have children point to upward and downward frogs on the slide above as they sing.
- **Use the blanks on the slide** to draw squiggles that show a contour of your choice.
- **Invite children to trace** the squiggle shapes on the slide with their fingers, imagining the sound they might represent.
- **Then allow time** for them to experiment with their own vocal squiggles.

HISTORY AND CULTURE

| Latin America

American countries south of the United States where people speak Spanish, Portuguese, and French are Latin American countries. The term "Latin America" was first proposed by the French during their occupation of Mexico (1862–1867). The French hoped that by referring to all Latin people in the Americas as one group, it would support their efforts to expand. Mexican citizens expelled the French, but kept the term *Latino*—a person of Spanish American or Portuguese American culture.

MUSIC SKILLS | Create, Improvise

Create Provide each child with a blank sheet of colored paper and some crayons. Invite children to create their own pictorial representations of melodic shape as you play a familiar song for them. Encourage volunteers to



are effective in using different tone colors to express the spooky nature of this seasonal autumn song.

CREATE / PLAY | New Lyrics for This Is Halloween

- Ask for volunteers to play on the words creatures, monsters, and witches on unpitched instruments while the group sings.
- Then invite students to create new spooky words and explore vocally with the new lyrics.
- Perform the song, singing their new spooky lyrics and playing the rhythms of those new lyrics on unpitched instruments, and assess their ability to sing and play the new version accurately.

MOVEMENT | Seasonal Game for This Is Halloween

Play a Spooky Game

- Invite students to play a seasonal game to the song "This Is Halloween."
- A leader stands in the center of a circle.
- During the verses of the song, the leader improvises "spooky" movements with the steady beat, and everyone in the circle imitates the leader's moves.
- Have the leader pick his or her replacement and repeat.
- During instrumental interludes, have everyone pat the song rhythm until the new leader begins to improvise.

Repeat the activity and assess student's ability to play the seasonal game accurately by moving with the steady beat, patting the song rhythm during interludes, and following the moves of each leader.

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)

- The S Trail (Card 7)

Go Fitness: Limber Limbs: Stretching Activities (10 min)

- Let's Stick Together (Card 167)

Go Activity: Jump Rope Activities (25 min)

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

- Freestyle (Card 274)

Materials: 1 jump rope per student, Jump Rope Task Cards (282-294)

REVIEW: 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

"Halloween Medley," signaling when they hear electronic instrumental effects and tone colors.

- Identify any melodies they recognize.
- Discuss whether or not they hear syncopation. (mostly not syncopated, but some syncopation)
- Listen again to the "Halloween Medley" and move to fit the sound effects and music.
- Confirm when they heard electronic tone colors. ("Monster Mash" introduction; Ghostbusters accompaniment)

LISTENING | Halloween Medley Playlist

Trick or treating, jack-o-lanterns, goblins, and ghouls—they all mean just one thing. Fall is here, and so is Halloween! Enjoy these frightfully fun songs.

- Listen for electronic sound effects and tone colors. Move to the music. Tell when you heard the electronic sound effects and tone colors.

HISTORY AND CULTURE | Halloween Medley

Halloween Medley

The introduction and ending are based on the theme from the television program The Twilight Zone. "The Purple People Eater" and "Monster Mash" were pop hits in 1958 and 1962, respectively. The final song is the theme from Ghostbusters,

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)

- Simon Says (Card 5)

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

Section 4: Unit 2: Lesson 3: Halloween

Standards

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

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

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

share their pictures with the class.

Improvise Ask a volunteer to improvise a melody that follows his or her illustration.

PROGRESS CHECKPOINT

ACTIVITY | S1U1L4: Draw Melodic Contour Squiggles: Interactive Informal Assessment

Invite children to listen as you model each of the vocal squiggles you drew on the slide with blank rectangles. (You may wish to draw new squiggles and sing them, or use children's own squiggles that they created). They should point to the one that they hear. (Mix up the order.)

ACTIVITY | S1U1L4: Sleep, Bonnie Bairnie Melodic Shape: Interactive

Optional Reteaching

Ask children to trace the shape as you make the sound, then practice with several other squiggles that the students draw on paper or on the board. Listen as several children make sounds following the squiggles, and point to the correct squiggle, then imagine and trace other squiggle shapes, making a matching melodic contour sound.

WRAP UP

POETRY | S1U1L1: Ears, Far and Near: Interactive

- Ask children** to tell ways they have used their eyes and ears to understand melodic shapes and tunes.
- Read** "Ears, Far and Near" to the class and allow them to add the squiggle sounds created during the lesson.

ACTIVITY | S1U1L4: Sleep, Bonnie Bairnie: Interactive

- Have children sing** the largo tempo song "Sleep, Bonnie Bairnie" again as if they are helping a baby to



INTRODUCTION | In the Hall of the Mountain King

- Give students an overview of the lesson using this slide.
 - Discuss with students the picture in the listening map of the mountain cave, Peer Gynt, and the other characters shown.
 - Explain that Peer Gynt is a young Norwegian hero character.
 - He has charmed the Mountain King's daughter.
 - He enters the cave of the Mountain King and looks for the daughter, trying not to be seen, but he is followed by the king's trolls.
 - Invite students to predict the mood of the music. (secretive, spooky)
- Have students:
- Listen to "In the Hall of Mountain King." (Explain to students that Edvard Grieg was a Norwegian composer.)
 - Listen again, noticing that the volume steadily increases from beginning to end.
 - Describe the extreme dynamics in the piece from beginning to end, using the proper dynamics terms that they know. (Dynamics change gradually from pianissimo to fortissimo; terms they know in order: pianissimo, piano, forte, fortissimo. Note: other dynamics shown in the listening map that students may not know include pianississimo, mezzo piano, mezzo forte, and fortississimo.)
 - Listen to the selection again and walk around a circle with the steady beat in a way that reproduces the changes in dynamics including everything from pianissimo to fortissimo: tiptoeing to stomping.
 - Repeat the activities and assess whether students use dynamics terms correctly in describing the selection, and whether they reproduced the dynamics effectively through movement.

MUSIC SKILLS | Listen

- Tempo**
- Have students study the form diagram in the listening map and find

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. Stretching

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

FRISBEE UNIT

Standards

4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary

the popular 1984 motion picture.

HISTORY AND CULTURE | The Origins of Halloween

- The name "Halloween" is a shortened version of the British "All Hallows Evening."
- Hallow means "sacred" or "saintly," a reference to the Christian feast day of All Saints, which occurs on November 1.
- Some of our ideas about Halloween go back to the ancient Roman harvest celebration that included rituals to pacify restless spirits. But the roots of Halloween go back even further, to the Celts in Britain. The Celts believed that during the harvest feast Samhain, the souls of the dead came back to mingle with the living.

GOAL: Sing a Halloween song containing mixed meters and triplets.

INTRODUCTION | Nottamun Town

- Give students an overview of what they will learn with "Nottamun Town."

ANALYZE | Meter and Rhythm

Have students:

- Listen to "Nottamun Town."
- Tell what they think the meter is and how many sounds to a beat they hear.
- Remind students that a 3 in a bracket above quarter notes

interpretations to reflect expressive intent.

MU:Re9.1.3a Evaluate musical works and performances,

applying established criteria, and describe appropriateness to the context.

Objectives:

- Perform a song with two groups of singers and perform dynamics for effect.
- Follow an iListening Map.

Lesson / Instruction

INTRODUCTION | Boo!

- Give students an overview of the song they will learn in this lesson using this slide.

SING | Boo!

Have students:

- Listen to information you share about Halloween. (See HISTORY AND CULTURE | Trick or Treat.)
- Listen to "Boo!" noticing that after each phrase ooh sounds are heard.
- Form two groups. (One group sings the phrases and the other group answers with ooh. Combine groups to chant the counts at the end.)
- Listen as volunteer soloists sing the phrases, singing with them on ooh.

ISONG | Boo!

- Will you be meeting some spooky friends on Halloween night? Watch out, or one of them just might say BOO!

HISTORY AND CULTURE

| Trick or Treat

- Have students listen to information you share about Halloween.
- Halloween is an ancient holiday that dates to the early All Souls' Day parades in Britain.
- During the festivities, poor citizens would beg for food and families would give them pastries called "soul cakes" in return for their promise to pray for them.

sleep, rocking with each slow beat.

- **Assess** their understanding of the meaning of largo as a relatively slow tempo.

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

Jump Rope Activities

Standards

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

K.PE.2 Perform locomotor skills in response to teacher-led creative dance.

K.PE.3 Move in different pathways, general space with different speeds, and in personal space to a rhythm.

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

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

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

K.PE.8 Practice warm-up and cool-down activities relative to vigorous physical activity.

K.PE.9 Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).

K.PE.10 Acknowledge responsibility for behavior when prompted.



text that describes tempo changes.

- Lead students to the conclusion that this music will start slow and gradually get faster and faster. Inform students that the musical term for "gradually getting faster" is *accelerando*.
- Play the listening map and have students listen and watch as Peer and the trolls move along the stone-step pathway.
- Have students signal when they see the characters speed up as the music gets faster.
- Invite students to create a story for the ending of the animation.
- Using the Audio Only button, challenge students to follow the music without the aid of the animation.
- Point out that one stone step represents one measure of 4 beats. Remind students that the tempo changes as the piece progresses.

ANALYZE / MOVE | Dynamics in In the Hall of the Mountain King

Have students:

- Review the music symbols for dynamic changes and select two appropriate symbols for the changes in this piece.
- Reproduce the change in tempo in the piece by lightly tapping their feet to the beat for the entire duration of the song.
- Read aloud the dynamic changes on the bottom of the listening map as they listen.
- Tip-toe in a circle while the music is still *pp* (*pianissimo*), and increase their steps to become stomp-marching when the piece becomes *ff* (*fortissimo*), thereby using expressive gross locomotor movement to show changes in dynamics in the selection.
- Repeat the activity and assess whether students' gross locomotor movements showed the dynamics in the selection accurately and effectively.

INTRODUCTION | Pick a Pumpkin

American Indian contributions and cultures.

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

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

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

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

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

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

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

4.PE.16 Work safely with peers and

creates a quarter-note triplet.

- Explain that this means there are three subbeats or pulses within each half-note beat, rather than the usual two.

ACTIVITY | S4U2L4: Quarter-Note Triplet

Have students:

- Refer to the notation on Song Anthology p. 180 to identify when the meter changes.
- Identify and discuss the triplets in "Nottamun Town."
- Tap their toes on the strong beats in a rhythm, while clapping two pulses to each beat.
- Tap their toes on the strong beats in a rhythm, while clapping triplet pulses to each beat

MOVE | Nottamun Town

- Have students sing "Nottamun Town" as they perform the following movements in a circle:
Verse 1: Circle to the right, stepping.
Verse 2: Circle to the left "on horseback."
Verse 3: Stay in place and dramatize each phrase of the verse.
Verse 4: One student in the center dramatizes the verse as those in the circle sing it.

iSONG | Nottamun Town

- Sing "Nottamun Town" and act out the lyrics.

MUSIC SKILLS | Create, Play Create

- This evolved into the custom of children visiting houses in their neighborhoods and receiving food and money, which is now known as "Trick or Treat."

RESOURCE MASTERS | Grade 3

- Complete the Resource Master page.
- Resource Master C-4, p. 150 for a scary crossword puzzle. The Answer Key is on p. 192.

GOAL: Perform dynamics for effect.

PERFORM | Boo!

Have students:

- Add a crescendo throughout the chant section.
- Reverse the dynamics and decrescendo throughout the chant section.

PLAY | Boo!

Have students:

- Play each number of the chant section on a woodblock to imitate the tick-tock of a clock, varying dynamic levels.
- Play a cymbal on the word Boo!

IDENTIFY | Boo!

- Explain to students that in this song a synthesizer is used to mimic the sound of a harpsichord in a room with an echo.
- Have students listen for other instruments in the song and name the ones that they know. (woodblock, metallophone, bass drum, cymbals, chimes)

GOAL: Follow a listening map.

INTRODUCTION | Danse Macabre

- Give students an overview of the listening selection they will hear in this lesson using this slide.

LISTEN | Danse Macabre

Have students:

- Listen to "Danse Macabre" as they follow the iListening Map.
- Discuss the different "scenes."

iLISTENING MAP | Danse Macabre (excerpt)

- The French composer Camille Saint-Saëns began his musical career when he was a child.
- By the time he was 22, he was a famous composer. "Danse

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

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

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

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

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

Objective:

- Traveling, dodging
- Turning, twisting, balancing, transferring weight, jumping and landing
- Stretching

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

1. People Dodge (Card 4)

Go Fitness: Limber Limbs: Stretching Activities (10 min)

1. Stretch Routine (Card 164-165)

Go Activity: Hoop Activities (25 min)



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

Have students:

- Listen to "Pick a Pumpkin" and find the repeated sections.
- Hold up index cards marked with A or B during the appropriate section. (Section A—Pick a Pumpkin; Section B—Halloween, Halloween)
- Form two groups and have one group sing the A section while the other sings the B section.
- Switch parts and sing the song again.

LINKS | Science
Growing Pumpkins
Pumpkins are easy to grow from seeds. If seeds come directly from a pumpkin, have students air-dry them before planting. In climates where the temperature is consistently above 70 degrees, have students plant seeds outdoors, under an inch of moist soil. In cooler climates, have students plant the seeds indoors and transfer them outdoors when it gets warmer. With gentle watering and lots of sunlight, the first seed sprouts should appear after 7 to 14 days.

Critical Thinking: Recognize Cause and Effect

WRAP UP

- Ask students to explain what crescendo is, (when sound gets gradually louder) and identify the musical terms for the dynamics in "In the Hall of the Mountain King" and define them. (piano, pianissimo, forte, fortissimo)
- Assess their responses and ensure that they use the dynamics terms correctly.
- Invite them to sing a seasonal song of their choice from the lesson again.
- Invite students to play the seasonal, "spooky moves" game for "This Is Halloween" again.
- Invite them to listen again to "In the Hall of the Mountain King" and walk around the circle with gross locomotor

equipment in physical activity settings.

Objective:

- Cardiovascular Efficiency, Muscular Strength, flexibility

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Explain History of Frisbee:
The Frisbee was created by an American inventor, Walter Frederick Morrison, in 1948. Fred Morrison and his wife liked to play by throwing upside-down cake pans to each other on the beaches in California. Throwing cake or pie pans wasn't new, but Fred Morrison had the idea to make a plastic version. It was, however, one of the Wham-O founders, Rich Knerr who decided to name the disc-like toy "Frisbee" before its official launch in 1957. It was first sold by the Wham-O toy company on January. 23, in 1957 — as the "Pluto Platter." Wham-O changed the name the following year as a misspelled homage to the popular New England pastime of tossing around pie tins from Connecticut's Frisbee Pie Company.

Warm-up (5 min)

- Count Down (Card 12) **Need:** Music and Polyspots

Go Fitness (12 min)

- Veins and Arteries (Card 30)

Go Activity (15 min)

- Flying Disk CATCH CHALLENGE Level 1 - **Repair the Ozone** (Card 429)
Need: hula hoops and Frisbees
- Flying Disk CATCH CHALLENGE Level 2 - **Keep Away** (Card 431)
Need: Frisbees

Cool-down (5 min)

- High 5 in the Middle (Card 9)

Recess 1:45pm - 2:00pm

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

- Have students create rhythmic patterns to add special effects to "Nottamun Town."
- Encourage them to take inspiration from the mood of the song, and to recall the effects they heard in the Halloween medley.
- They may explore spooky vocal or synthesized sounds that go with the song narrator's lonely and weird experiences.
- Have students choose simple rhythms and add their effects to each phrase as they sing the song.

Play

- Have students play a Virtual Mountain Dulcimer accompaniment to "Nottamun Town."
- Use either tuning.
 - Use the D-A and A-E (open fifths) by strumming all strings at the white nut for D-A and at the fourth fret for A-E.
 - It is mostly D-A for beat 1 and 2 and A-E on beat 3 of the measure.
 - For mm. 7, 8, and 9 play D-A both beats of m. 7, A-E on beat 1 and D-A on beats 2 and 3 of m. 8, and three D-A strums in m. 9.

GOAL: Sing a song accompanied by percussion instruments and movement.
INTRODUCTION | Dry Bones

Macabre" is one of his most popular pieces.

MEET THE MUSICIAN | Camille Saint-Saëns

- Invite students to learn more about the composer of "Danse Macabre."
- Read more about Camille Saint-Saëns.

LINK | Art
Costumes

- Have students design and create their own costumes using old newspapers and masking tape.
- Students should divide into groups of three or four and decide on a costume they will create (for example, knight, football player, horse, or princess).
- One person in the group will wear the costume, and the others will create the costume by taping newspaper to the person.
- Give each group 15 minutes.

Critical Thinking: Make Decisions

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

Section 4: Unit 2: Lesson 4: Halloween

Standards

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

Objectives:

- Accompany the verses of the ghost song "The Boogie-Woogie Ghost" with chord roots on melody instruments, and the refrain of the song on rhythm instruments.

Lesson / Instruction
INTRODUCTION | The Boogie-Woogie Ghost

- Give students an overview of what they will learn with "The Boogie-Woogie Ghost."

EXPLORE | The Boogie-Woogie Ghost
Have students:

Materials: 1 hoop per student, hoop task cards, cone for each task card

- Hoop Stations (Card 252-261)

Cool-down (5 min)

- Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

Jump Rope Activities

Standards

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

2.PE.5 Recognize the balance of good nutrition with physical activity.

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 other's ideas, cultural diversity, and body types during games



movement, showing the changes in dynamics by the way they move.

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

**Spotlight on Music:
Section 4: Unit 2:
Lesson 4:
Halloween**

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

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

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

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

FRISBEE UNIT

Standards

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

3.PE.3 Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.

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

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.

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

3.PE.16 Work independently and

- Give students an overview of what they will learn with "Dry Bones."

ANALYZE | Form

Have students:

- Listen to "Dry Bones."
- Identify the song's form and explain what it means. (A B C; three sections with contrasting material)

iSONG | Dry Bones

- Listen to the song.

MOVE | Dry Bones

- Ask students to sing the song and perform the following movements in each section:

A section: Clap on beats 2 and 4.

B section: Touch the body parts mentioned.

C section: Walk around like skeletons.

- Let the rhythm of this song set your bones in motion! Move to show the form of "Dry Bones."

In the A section, clap on beats 2 and 4.

In the B section, touch the body parts mentioned in the lyrics.

In the C section, walk around like a skeleton.

MOVEMENT | Patterned Movement

Patterned Movement: Dry Bones See Piano Accompaniments p. 100 for additional choreography to use with "Dry Bones."

PLAY | Percussion Accompaniment

- Have students sing the song and move as above.

- Pat to the beat quietly as they listen to "The Boogie-Woogie Ghost."
- Identify the form of this song. (verse/refrain or AABA)
- Listen again and keep the beat by pretending to hold a mallet in each hand, alternating mallets. (Use the Song Anthology p. to practice reading endings.)

iSONG | The Boogie Woogie Ghost

Ghosts, goblins, and things that go bump in the night bring thrills and chills to Halloween night.

- Listen to "The Boogie-Woogie Ghost" and keep the beat. Identify the form of the song.

SING | The Boogie-Woogie Ghost

- Have students learn to sing the song with rhythmic accuracy and pitch accuracy.
 - (Use the recorded accompaniment or Piano Accompaniments p. 29 as appropriate.)

PLAY | The Boogie-Woogie Ghost

- Have students play an accompaniment to "The Boogie-Woogie Ghost."
- Form three groups.
 - Group 1 plays a _____ rhythm ostinato on egg shakers for the 8 measures of the refrain.
 - Group 2 plays resonator bells on chord roots _____ for measures marked C, F, or G above the staff (a Virtual Guitar might play all chords), except for the last 2 measures of the verses and refrains.
 - Group 3 plays the C, F, C, F chords on autoharps for the measure before the endings. Groups 2 and 3 play tremolos on C for the endings.

MUSIC SKILLS | Read

Play

- Have students sing "The Boogie-Woogie Ghost," while patting the beat.

and physical activities.

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

- Objective:**
- Traveling, dodging
 - Turning, twisting, balancing, transferring weight, jumping and landing
 - Stretching

Lesson / Instruction

- Procedures: (10 min)**
- Bathroom
 - Drinks
 - 3 Laps

Warm Up (5 min)
1. People Dodge (Card 4)

Go Fitness: Limber

Limbs: Stretching Activities (10 min)

1. Stretch Routine (Card 164-165)

Go Activity: Hoop Activities (25 min)

Materials: 1 hoop per student, hoop task cards, cone for each task card

1. Hoop Stations (Card 252-261)

Cool-down (5 min)

1. Simon Says (Card 5)

Practice Time 2:45pm - 3:30pm



purposes, or contexts.

MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

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 Halloween melodies in "Halloween Montage."
- Sing the Halloween song "Nottamun Town" containing mixed meters and triplets.
- Sing the song "Dry Bones" accompanied by percussion instruments and movement.

Lesson / Instruction

INTRODUCTION | Halloween Medley

- Give students an overview of what they will learn with "Halloween Medley."

LISTEN | Halloween Medley

Have students:

- Read about Halloween and listen to "Halloween Medley," signaling when they hear electronic instrumental effects and tone colors.
- Identify any melodies they recognize.
- Discuss whether or not they hear

safely in physical activity settings.

Objective:

- Cardiovascular Efficiency, Muscular Strength, flexibility

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Explain History of Frisbee:

The Frisbee was created by an American inventor, Walter Frederick Morrison, in 1948. Fred Morrison and his wife liked to play by throwing upside-down cake pans to each other on the beaches in California. Throwing cake or pie pans wasn't new, but Fred Morrison had the idea to make a plastic version. It was, however, one of the Wham-O founders, Rich Knerr who decided to name the disc-like toy "Frisbee" before its official launch in 1957. It was first sold by the Wham-O toy company on January 23, in 1957 — as the "Pluto Platter." Wham-O changed the name the following year as a misspelled homage to the popular New England pastime of tossing around pie tins from Connecticut's Frisbee Pie Company.

Warm-up (5 min)

- Count Down (Card 12) **Need: Music and Polypsots**

Go Fitness (12 min)

- Veins and Arteries (Card 30) **Need: Cones**

Go Activity (15 min)

- Flying Disk CATCH CHALLENGE Level 1 - **Repair the Ozone** (Card 429) **Need: hula hoops and Frisbees**
- Flying Disk CATCH CHALLENGE Level 2 - **Keep Away** (Card 431) **Need: Frisbees**

Cool-down (5 min)

- High 5 in the Middle (Card 9)

- Ask some to play a wood instrument on each downbeat and a metal instrument on beats 2 and 4. (Alternatively, use instruments students make. See LINKS | Art below.)
- Choose two different percussion instruments.
- Play one on beat 1 and the other on beats 2 and 4. Perform "Dry Bones" with the movement and this accompaniment.

LINKS | Art Make "Skeleton" Instruments

- Have students play or accompany their favorite Halloween tunes on "skeleton" instruments that they create.
- Ideas for these include
 - "Oh, My Throbbing Skull" (a real drum or empty oatmeal canister decorated with papier mâché or cardboard),
 - "Clavicle Claves" (cardboard paper-towel cores with bone-like ends of papiermâché),
 - "Ribcage Marimba" (a decorated glockenspiel or toy xylophone).

MUSIC SKILLS | Play, Recorder Play

- Have students play a pitched accompaniment to "Dry Bones."

- Guide them to discover that they pat one beat for each set of notes.
- Then have them compare this rhythm pattern to the pattern.
- Model first, then ask them to tap four-beat measures, alternating the two patterns.
- Tap four-beat measures, alternating the patterns.

Play

- Have students play an alternate accompaniment to "The Boogie-Woogie Ghost."
- Divide the class into two groups.
- Have one group play the C, F, C, F chords on autoharps or Virtual Guitar for the measure before the endings and a C at the endings.
- Have the other group divide up and learn the instrumental parts that go with the 8 measures of the refrain.

PLAYALONG | S4U2L4:

The Boogie-Woogie

Ghost

- Play these parts during the refrain of "The Boogie-Woogie Ghost."

HISTORY AND CULTURE

Day of the Dead

Day of the Dead

- For information on Día de los Muertos, a Mexican holiday that begins the same day as Halloween, refer to **Resource Master C•4, p. 142.**



Practice Time 2:45pm - 3:30pm

syncopation. (mostly not syncopated, but some syncopation)

- Listen again to the "Halloween Medley" and move to fit the sound effects and music.
- Confirm when they heard electronic tone colors. ("Monster Mash" introduction; Ghostbusters accompaniment)

LISTENING | Halloween Medley Playlist

Trick or treating, jack-o-lanterns, goblins, and ghouls—they all mean just one thing. Fall is here, and so is Halloween! Enjoy these frightfully fun songs.

- Listen for electronic sound effects and tone colors. Move to the music. Tell when you heard the electronic sound effects and tone colors.

HISTORY AND CULTURE | Halloween Medley Halloween Medley

The introduction and ending are based on the theme from the television program The Twilight Zone. "The Purple People Eater" and "Monster Mash" were pop hits in 1958 and 1962, respectively. The final song is the theme from Ghostbusters, the popular 1984 motion picture.

HISTORY AND CULTURE | The Origins of Halloween

- The name "Halloween" is a shortened version of the British "All Hallows Evening."

- Use a keyboard of Virtual Organ to play chord roots for sections A, B, and C.
 - Section B uses a chromatic scale from C to G.
- Play on the downbeats or where the chord changes. Start after the slow male solo.
- Chords and/or chord roots may be played in section A (C and G7) and section C (G and D/D7) on a chordal instrument or Virtual Guitar and Virtual Bass.
- Guitar students might play chords in sections A and C if they know them.

Recorder

- Have students play the C section of "Dry Bones" on recorder using the pitches GAB.

LINKS | Science Latin Names of Bones

- Have students research and learn the Latin names for bones in the human body, such as ulna, femur, and clavicle.
- They can create a large classroom skeleton poster and label it with the names.
- Another option is to have them substitute Latin names for the bones mentioned in the song "Dry Bones":
 - The fibula's connected to the tibia/The tibia's connected to the patella/The patella's connected to



- Hallow means "sacred" or "saintly," a reference to the Christian feast day of All Saints, which occurs on November 1.
- Some of our ideas about Halloween go back to the ancient Roman harvest celebration that included rituals to pacify restless spirits. But the roots of Halloween go back even further, to the Celts in Britain. The Celts believed that during the harvest feast Samhain, the souls of the dead came back to mingle with the living.

GOAL: Sing a Halloween song containing mixed meters and triplets.

INTRODUCTION | Nottamun Town

- Give students an overview of what they will learn with "Nottamun Town."

ANALYZE | Meter and Rhythm

Have students:

- Listen to "Nottamun Town."
- Tell what they think the meter is and how many sounds to a beat they hear.
- Remind students that a 3 in a bracket above quarter notes creates a quarter-note triplet.
- Explain that this means there are three subbeats or pulses within each half-note beat, rather than the usual two.

ACTIVITY | S4U2L4: Quarter-Note Triplet

Have students:

the femur," and so on.

LINKS | Language

Arts

Halloween

Crossword

- You may wish to use Resource Master C•3, p. 154, for a Halloween crossword puzzle. The Answer Key is on p. 202.

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

FRISBEE UNIT

Standards

4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.

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

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

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

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

4.PE.10 Demonstrate responsible behavior in



- Refer to the notation on Song Anthology p. 180 to identify when the meter changes.
- Identify and discuss the triplets in "Nottamun Town."
- Tap their toes on the strong beats in a rhythm, while clapping two pulses to each beat.
- Tap their toes on the strong beats in a rhythm, while clapping triplet pulses to each beat

MOVE | Nottamun Town

- Have students sing "Nottamun Town" as they perform the following movements in a circle:

Verse 1: Circle to the right, stepping.

Verse 2: Circle to the left "on horseback."

Verse 3: Stay in place and dramatize each phrase of the verse.

Verse 4: One student in the center dramatizes the verse as those in the circle sing it.

iSONG | Nottamun Town

- Sing "Nottamun Town" and act out the lyrics.

MUSIC SKILLS | Create, Play Create

- Have students create rhythmic patterns to add special effects to "Nottamun Town."
- Encourage them to take inspiration from the mood of the song, and to recall the effects they heard in the Halloween medley.

independent group situations.

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

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

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

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

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

Objective:

- Cardiovascular Efficiency, Muscular Strength, flexibility

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Explain History of

Frisbee:

The Frisbee was created by an American inventor, Walter Frederick Morrison, in 1948. Fred Morrison and his wife liked to play by throwing upside-down cake pans to each other on the beaches in California. Throwing cake or pie pans wasn't new, but Fred Morrison had the idea to make a plastic version. It was, however, one of the Wham-O founders, Rich Knerr who decided to name the disc-like toy "Frisbee" before its official launch in 1957. It was first sold by the Wham-O toy company on January. 23, in 1957 — as the "Pluto Platter." Wham-O changed the name the following year as a misspelled



- They may explore spooky vocal or synthesized sounds that go with the song narrator's lonely and weird experiences.
- Have students choose simple rhythms and add their effects to each phrase as they sing the song.

Play

- Have students play a Virtual Mountain Dulcimer accompaniment to "Nottamun Town."
- Use either tuning.
 - Use the D-A and A-E (open fifths) by strumming all strings at the white nut for D-A and at the fourth fret for A-E.
 - It is mostly D-A for beat 1 and 2 and A-E on beat 3 of the measure.
 - For mm. 7, 8, and 9 play D-A both beats of m. 7, A-E on beat 1 and D-A on beats 2 and 3 of m. 8, and three D-A strums in m. 9.

GOAL: Sing a song accompanied by percussion instruments and movement.

INTRODUCTION |

Dry Bones

- Give students an overview of what they will learn with "Dry Bones."

ANALYZE | Form

Have students:

- Listen to "Dry Bones."
- Identify the song's form and explain what it means. (A B C; three sections with

homage to the popular New England pastime of tossing around pie tins from Connecticut's Frisbee Pie Company.

Warm-up (5 min)

- Count Down (Card 12) **Need: Music and Polyspots**

Go Fitness (12 min)

- Veins and Arteries (Card 30) **Need: Cones**

Go Activity (15 min)

1. Flying Disk CATCH CHALLENGE Level 1 - **Repair the Ozone** (Card 429) **Need: hula hoops and Frisbees**
2. Flying Disk CATCH CHALLENGE Level 2 - **Keep Away** (Card 431) **Need: Frisbees**

Cool-down (5 min)

- High 5 in the Middle (Card 9)

Recess 2:30pm - 2:45pm

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

**Spotlight on Music:
Section 4: Unit 2:
Lesson 4:
Halloween
(continued)**

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

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



contrasting material)
iSONG | Dry Bones
• Listen to the song. What is its for?
MOVE | Dry Bones
• Ask students to sing the song and perform the following movements in each section:
A section: Clap on beats 2 and 4.
B section: Touch the body parts mentioned.
C section: Walk around like skeletons.
• Let the rhythm of this song set your bones in motion! Move to show the form of "Dry Bones."
In the A section, clap on beats 2 and 4.
In the B section, touch the body parts mentioned in the lyrics.
In the C section, walk around like a skeleton.
MOVEMENT | Patterned Movement
Patterned Movement: Dry Bones See Piano Accompaniments p. 100 for additional choreography to use with "Dry Bones."
PLAY | Percussion Accompaniment
• Have students sing the song and move as above.
• Ask some to play a wood instrument on each downbeat and a metal instrument on beats 2 and 4. (Alternatively, use instruments students make. See LINKS | Art below.)
• Choose two different

tonalities, meters, and simple chord changes.
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:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).
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 Halloween melodies in "Halloween Montage."
• Sing the Halloween song "Nottamun Town" containing mixed meters and triplets.
• Sing the song "Dry Bones" accompanied by percussion instruments and movement.
Lesson / Instruction



percussion instruments.

- Play one on beat 1 and the other on beats 2 and 4. Perform "Dry Bones" with the movement and this accompaniment.

LINKS | Art
Make "Skeleton" Instruments

- Have students play or accompany their favorite Halloween tunes on "skeleton" instruments that they create.
- Ideas for these include
 - "Oh, My Throbbing Skull" (a real drum or empty oatmeal canister decorated with papier mâché or cardboard),
 - "Clavicle Claves" (cardboard paper-towel cores with bone-like ends of papiermâché),
 - "Ribcage Marimba" (a decorated glockenspiel or toy xylophone).

MUSIC SKILLS |
Play. Recorder
Play

- Have students play a pitched accompaniment to "Dry Bones."
- Use a keyboard of Virtual Organ to play chord roots for sections A, B, and C.
 - Section B uses a chromatic scale from C to G.
- Play on the downbeats or where the chord changes. Start

INTRODUCTION |

Halloween Medley

- Give students an overview of what they will learn with "Halloween Medley."

LISTEN | Halloween Medley

Have students:

- Read about Halloween and listen to "Halloween Medley," signaling when they hear electronic instrumental effects and tone colors.
- Identify any melodies they recognize.
- Discuss whether or not they hear syncopation. (mostly not syncopated, but some syncopation)
- Listen again to the "Halloween Medley" and move to fit the sound effects and music.
- Confirm when they heard electronic tone colors. ("Monster Mash" introduction; Ghostbusters accompaniment)

LISTENING |

Halloween Medley Playlist

Trick or treating, jack-o-lanterns, goblins, and ghouls—they all mean just one thing. Fall is here, and so is Halloween! Enjoy these frightfully fun songs.

- Listen for electronic sound effects and tone colors. Move to the music. Tell when you heard the electronic sound effects and tone colors.

HISTORY AND

CULTURE |

Halloween Medley



after the slow male solo.

- Chords and/or chord roots may be played in section A (C and G7) and section C (G and D/D7) on a chordal instrument or Virtual Guitar and Virtual Bass.
- Guitar students might play chords in sections A and C if they know them.

Recorder

- Have students play the C section of "Dry Bones" on recorder using the pitches GAB.

LINKS | Science
Latin Names of Bones

- Have students research and learn the Latin names for bones in the human body, such as ulna, femur, and clavicle.
- They can create a large classroom skeleton poster and label it with the names.
- Another option is to have them substitute Latin names for the bones mentioned in the song "Dry Bones":
 - The fibula's connected to the tibia/The tibia's connected to the patella/The patella's connected to the femur," and so on.

LINKS | Language Arts
Halloween Crossword

- You may wish to use Resource Master C•3, p. 154, for a Halloween crossword puzzle.

Halloween Medley

The introduction and ending are based on the theme from the television program The Twilight Zone. "The Purple People Eater" and "Monster Mash" were pop hits in 1958 and 1962, respectively. The final song is the theme from Ghostbusters, the popular 1984 motion picture.

HISTORY AND CULTURE | The Origins of Halloween

- The name "Halloween" is a shortened version of the British "All Hallows Evening."
- Hallow means "sacred" or "saintly," a reference to the Christian feast day of All Saints, which occurs on November 1.
- Some of our ideas about Halloween go back to the ancient Roman harvest celebration that included rituals to pacify restless spirits. But the roots of Halloween go back even further, to the Celts in Britain. The Celts believed that during the harvest feast Samhain, the souls of the dead came back to mingle with the living.

GOAL: Sing a Halloween song containing mixed meters and triplets.

INTRODUCTION | Nottamun Town

- Give students an overview of what they will learn with "Nottamun Town."



The Answer Key is on p. 202.

Recess 2:30pm - 2:45pm

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

Spotlight on Music:
Section 4: Unit 2:
Lesson 4:
Halloween

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

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

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

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

ANALYZE | Meter and Rhythm

Have students:

- Listen to "Nottamun Town."
- Tell what they think the meter is and how many sounds to a beat they hear.
- Remind students that a 3 in a bracket above quarter notes creates a quarter-note triplet.
- Explain that this means there are three subbeats or pulses within each half-note beat, rather than the usual two.

ACTIVITY | S4U2L4: Quarter-Note Triplet

Have students:

- Refer to the notation on Song Anthology p. 180 to identify when the meter changes.
- Identify and discuss the triplets in "Nottamun Town."
- Tap their toes on the strong beats in a rhythm, while clapping two pulses to each beat.
- Tap their toes on the strong beats in a rhythm, while clapping triplet pulses to each beat

MOVE | Nottamun Town

- Have students sing "Nottamun Town" as they perform the following movements in a circle:

Verse 1: Circle to the right, stepping.

Verse 2: Circle to the left "on horseback."

Verse 3: Stay in place and dramatize each phrase of the verse.



purposes, or contexts.

MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

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 Halloween melodies in "Halloween Montage."
- Sing the Halloween song "Nottamun Town" containing mixed meters and triplets.
- Sing the song "Dry Bones" accompanied by percussion instruments and movement.

Lesson / Instruction

INTRODUCTION | Halloween Medley

- Give students an overview of what they will learn with "Halloween Medley."

LISTEN | Halloween Medley

Have students:

- Read about Halloween and listen to "Halloween Medley," signaling when they hear electronic instrumental effects and tone colors.
- Identify any melodies they recognize.
- Discuss whether or not they hear

Verse 4: One student in the center dramatizes the verse as those in the circle sing it.

iSONG | Nottamun Town

- Sing "Nottamun Town" and act out the lyrics.

MUSIC SKILLS | Create. Play Create

- Have students create rhythmic patterns to add special effects to "Nottamun Town."
- Encourage them to take inspiration from the mood of the song, and to recall the effects they heard in the Halloween medley.
- They may explore spooky vocal or synthesized sounds that go with the song narrator's lonely and weird experiences.
- Have students choose simple rhythms and add their effects to each phrase as they sing the song.

Play

- Have students play a Virtual Mountain Dulcimer accompaniment to "Nottamun Town."
- Use either tuning.
 - Use the D-A and A-E (open fifths) by strumming all strings at the white nut for D-A and at the fourth fret for A-E.
 - It is mostly D-A for beat 1 and 2 and A-E on beat 3 of the measure.
 - For mm. 7, 8, and 9 play D-A



syncopation.
(mostly not
syncopated, but
some
syncopation)

- Listen again to the "Halloween Medley" and move to fit the sound effects and music.
- Confirm when they heard electronic tone colors. ("Monster Mash" introduction; Ghostbusters accompaniment)

LISTENING |

Halloween Medley Playlist

Trick or treating, jack-o-lanterns, goblins, and ghouls—they all mean just one thing. Fall is here, and so is Halloween! Enjoy these frightfully fun songs.

- Listen for electronic sound effects and tone colors. Move to the music. Tell when you heard the electronic sound effects and tone colors.

HISTORY AND CULTURE |

Halloween Medley Halloween Medley

The introduction and ending are based on the theme from the television program The Twilight Zone. "The Purple People Eater" and "Monster Mash" were pop hits in 1958 and 1962, respectively. The final song is the theme from Ghostbusters, the popular 1984 motion picture.

HISTORY AND CULTURE | The

Origins of Halloween

The Origins of Halloween

- The name "Halloween" is a shortened version

both beats of
m. 7, A-E on
beat 1 and D-A
on beats 2 and
3 of m. 8, and
three D-A
strums in m. 9.

GOAL: Sing a song accompanied by percussion instruments and movement.

INTRODUCTION | Dry Bones

- Give students an overview of what they will learn with "Dry Bones."

ANALYZE | Form

Have students:

- Listen to "Dry Bones."
- Identify the song's form and explain what it means. (A B C; three sections with contrasting material)

iSONG | Dry Bones

- Listen to the song. What is its for?

MOVE | Dry Bones

- Ask students to sing the song and perform the following movements in each section:

A section: Clap on beats 2 and 4.

B section: Touch the body parts mentioned.

C section: Walk around like skeletons.

- Let the rhythm of this song set your bones in motion! Move to show the form of "Dry Bones."

In the A section, clap on beats 2 and 4.

In the B section, touch the body parts mentioned in the lyrics.

In the C section, walk around like a skeleton.

MOVEMENT | Patterned



of the British "All Hallow's Evening."

- Hallow means "sacred" or "saintly," a reference to the Christian feast day of All Saints, which occurs on November 1.
- Some of our ideas about Halloween go back to the ancient Roman harvest celebration that included rituals to pacify restless spirits. But the roots of Halloween go back even further, to the Celts in Britain. The Celts believed that during the harvest feast Samhain, the souls of the dead came back to mingle with the living.

GOAL: Sing a Halloween song containing mixed meters and triplets.

INTRODUCTION | Nottamun Town

- Give students an overview of what they will learn with "Nottamun Town."

ANALYZE | Meter and Rhythm

Have students:

- Listen to "Nottamun Town."
- Tell what they think the meter is and how many sounds to a beat they hear.
- Remind students that a 3 in a bracket above quarter notes creates a quarter-note triplet.
- Explain that this means there are three subbeats or pulses within each half-note beat, rather than the usual two.

Movement Patterned

Movement: Dry Bones See Piano Accompaniments p. 100 for additional choreography to use with "Dry Bones."

PLAY | Percussion Accompaniment

- Have students sing the song and move as above.
- Ask some to play a wood instrument on each downbeat and a metal instrument on beats 2 and 4. (Alternatively, use instruments students make. See LINKS | Art below.)
- Choose two different percussion instruments.
- Play one on beat 1 and the other on beats 2 and 4. Perform "Dry Bones" with the movement and this accompaniment.

LINKS | Art

Make "Skeleton" Instruments

- Have students play or accompany their favorite Halloween tunes on "skeleton" instruments that they create.
- Ideas for these include
 - "Oh, My Throbbing Skull" (a real drum or empty oatmeal canister decorated with papier mâché or cardboard),
 - "Clavicle Claves" (cardboard paper-towel cores with bone-like ends of papiermâché),



ACTIVITY | S4U2L4:
Quarter-Note Triplet

Have students:

- Refer to the notation on Song Anthology p. 180 to identify when the meter changes.
- Identify and discuss the triplets in "Nottamun Town."
- Tap their toes on the strong beats in a rhythm, while clapping two pulses to each beat.
- Tap their toes on the strong beats in a rhythm, while clapping triplet pulses to each beat

MOVE | Nottamun Town

- Have students sing "Nottamun Town" as they perform the following movements in a circle:

Verse 1: Circle to the right, stepping.

Verse 2: Circle to the left "on horseback."

Verse 3: Stay in place and dramatize each phrase of the verse.

Verse 4: One student in the center dramatizes the verse as those in the circle sing it.

iSONG | Nottamun Town

- Sing "Nottamun Town" and act out the lyrics.

MUSIC SKILLS | Create, Play

Create

- Have students create rhythmic patterns to add special effects to "Nottamun Town."
- Encourage them to take inspiration from the mood of the song, and to recall the effects

- "Ribcage Marimba" (a decorated glockenspiel or toy xylophone).

MUSIC SKILLS | Play, Recorder

Play

- Have students play a pitched accompaniment to "Dry Bones."
- Use a keyboard of Virtual Organ to play chord roots for sections A, B, and C.
 - Section B uses a chromatic scale from C to G.
- Play on the downbeats or where the chord changes. Start after the slow male solo.
- Chords and/or chord roots may be played in section A (C and G7) and section C (G and D/D7) on a chordal instrument or Virtual Guitar and Virtual Bass.
- Guitar students might play chords in sections A and C if they know them.

Recorder

- Have students play the C section of "Dry Bones" on recorder using the pitches GAB.

LINKS | Science Latin Names of Bones

- Have students research and learn the Latin names for bones in the human body, such as ulna, femur, and clavicle.
- They can create a large classroom skeleton poster and label it with the names.
- Another option is to have them



- they heard in the Halloween medley.
- They may explore spooky vocal or synthesized sounds that go with the song narrator's lonely and weird experiences.
 - Have students choose simple rhythms and add their effects to each phrase as they sing the song.

Play

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- Use either tuning.
 - Use the D-A and A-E (open fifths) by strumming all strings at the white nut for D-A and at the fourth fret for A-E.
 - It is mostly D-A for beat 1 and 2 and A-E on beat 3 of the measure.
 - For mm. 7, 8, and 9 play D-A both beats of m. 7, A-E on beat 1 and D-A on beats 2 and 3 of m. 8, and three D-A strums in m. 9.

GOAL: Sing a song accompanied by percussion instruments and movement.

INTRODUCTION |

Dry Bones

- Give students an overview of what they will learn with "Dry Bones."

ANALYZE | Form

Have students:

- Listen to "Dry Bones."
- Identify the song's form and explain

- substitute Latin names for the bones mentioned in the song "Dry Bones": "
- The fibula's connected to the tibia/The tibia's connected to the patella/The patella's connected to the femur," and so on.

LINKS | Language

Arts

Halloween

Crossword

- You may wish to use Resource Master C•3, p. 154, for a Halloween crossword puzzle. The Answer Key is on p. 202.



what it means. (A B C; three sections with contrasting material)

iSONG | Dry Bones

- Listen to the song. What is its for?

MOVE | Dry Bones

- Ask students to sing the song and perform the following movements in each section:

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C section: Walk around like skeletons.

- Let the rhythm of this song set your bones in motion! Move to show the form of "Dry Bones."

In the A section, clap on beats 2 and 4.

In the B section, touch the body parts mentioned in the lyrics.

In the C section, walk around like a skeleton.

MOVEMENT |

Patterned

Movement

Patterned

Movement: Dry Bones See Piano Accompaniments p. 100 for additional choreography to use with "Dry Bones."

PLAY | Percussion

Accompaniment

- Have students sing the song and move as above.
- Ask some to play a wood instrument on each downbeat and a metal instrument on beats 2 and 4. (Alternatively, use instruments students make.



See LINKS | Art below.)

- Choose two different percussion instruments.
- Play one on beat 1 and the other on beats 2 and 4. Perform "Dry Bones" with the movement and this accompaniment.

LINKS | Art

Make "Skeleton" Instruments

- Have students play or accompany their favorite Halloween tunes on "skeleton" instruments that they create.
- Ideas for these include
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 - "Ribcage Marimba" (a decorated glockenspiel or toy xylophone).

MUSIC SKILLS |

Play Recorder

Play

- Have students play a pitched accompaniment to "Dry Bones."
- Use a keyboard of Virtual Organ to play chord roots for sections A, B, and C.
 - Section B uses a chromatic scale from C to G.



- Play on the downbeats or where the chord changes. Start after the slow male solo.
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LINKS | Science
Latin Names of Bones

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- Another option is to have them substitute Latin names for the bones mentioned in the song "Dry Bones":
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LINKS | Language
Arts
Halloween
Crossword

- You may wish to use Resource



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