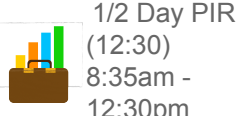




Monday 12/02/2024	Tuesday 12/03/2024	Wednesday 12/04/2024	Thursday 12/05/2024	Friday 12/06/2024
School Day 60	School Day 61	School Day 62	School Day 63	School Day 64
Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am
Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am		Choir - 7 & 8 8:35am - 9:30am
<b>SONGS ONLY TODAY</b>	<b>SONGS ONLY TODAY - JOLLY OLD SAINT NICHOLAS &amp; UP ON THE HOUSE TOP MEDLEY</b>	<b>SONGS ONLY TODAY</b>	<b>SONGS ONLY TODAY - JOLLY OLD SAINT NICHOLAS &amp; UP ON THE HOUSE TOP MEDLEY</b>	<b>SONGS ONLY TODAY</b>
<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Standards</b>
<p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cr2.1.6b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.1.6a</b> Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</p> <p><b>MU:Pr4.2.6a</b> Explain how understanding the structure and the</p>	<p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cr2.1.6b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.1.6a</b> Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and</p>	<p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cr2.1.6b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.1.6a</b> Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</p> <p><b>MU:Pr4.2.6a</b> Explain how understanding the structure and the</p>	<p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cr2.1.6b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.1.6a</b> Apply teacher-provided criteria for selecting</p>	<p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cr2.1.6b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.1.6a</b> Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</p> <p><b>MU:Pr4.2.6a</b> Explain how understanding the structure and the</p>



elements of music are used in music selected for performance.

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

**MU:Pr4.2.6c** Identify how cultural and historical context inform performances.

**MU:Re7.2.6a** Describe how the elements of music and expressive qualities relate to the structure of the pieces.

**MU:Re7.2.6b** Identify the context of music from a variety of genres, cultures, and historical periods.

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

**SING: Multiple Songs**

**Objectives:**

- Practice all songs for the Winter Concert and the Airport Concert until they know them by heart.

**Lesson / Instruction**

- Warm Up:**  
<http://youtu.be/P1m0T4xQWFw?si=kM3GZ8wQWCEqj7yR>
- Songs for Concert/ Airport**

- All I Want For Christmas
  - KARAOKE:** <http://youtu.be/RmUWWVZw28E?si=gFKbPQrhtY0XpthK>
  - FINAL:** SPOTIFY
- Snowman

explain why each was chosen.

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

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

**MU:Pr4.2.6c** Identify how cultural and historical context inform performances.

**MU:Re7.2.6a** Describe how the elements of music and expressive qualities relate to the structure of the pieces.

**MU:Re7.2.6b** Identify the context of music from a variety of genres, cultures, and historical periods.

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

**PIANO: Star Spangled Banner**

**BAND: Up On The House Top**

**Objectives:**

- Practice with all instruments and get to the end of the song

**Lesson / Instruction**

- Star Spangled Banner**  
Avery: Piano
- Up On The House Top**  
Luke: Alto Sax (A section)

elements of music are used in music selected for performance.

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

**MU:Pr4.2.6c** Identify how cultural and historical context inform performances.

**MU:Re7.2.6a** Describe how the elements of music and expressive qualities relate to the structure of the pieces.

**MU:Re7.2.6b** Identify the context of music from a variety of genres, cultures, and historical periods.

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

**SING: Multiple Songs**

**Objectives:**

- Practice all songs for the Winter Concert and the Airport Concert until they know them by heart.

**Lesson / Instruction**

- Warm Up:**  
<http://youtu.be/P1m0T4xQWFw?si=kM3GZ8wQWCEqj7yR>
- Songs for Concert/ Airport**

- All I Want For Christmas
  - KARAOKE:** <http://youtu.be/RmUWWVZw28E?si=gFKbPQrhtY0XpthK>
  - FINAL:** SPOTIFY
- Snowman

music to perform for a specific purpose and/or context, and explain why each was chosen.

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

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

**MU:Pr4.2.6c** Identify how cultural and historical context inform performances.

**MU:Re7.2.6a** Describe how the elements of music and expressive qualities relate to the structure of the pieces.

**MU:Re7.2.6b** Identify the context of music from a variety of genres, cultures, and historical periods.

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

**SING: Multiple Songs**

**Objectives:**

- Practice all songs for the Winter Concert and the Airport Concert until they know them by heart.

**Lesson / Instruction**

- Warm Up:**  
<http://youtu.be/P1m0T4xQWFw?si=kM3GZ8wQWCEqj7yR>
- Songs for Concert/ Airport**

- All I Want For Christmas
  - KARAOKE:** <http://youtu.be/RmUWWVZw28E?si=gFKbPQrhtY0XpthK>
  - FINAL:** SPOTIFY
- Snowman

elements of music are used in music selected for performance.

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

**MU:Pr4.2.6c** Identify how cultural and historical context inform performances.

**MU:Re7.2.6a** Describe how the elements of music and expressive qualities relate to the structure of the pieces.

**MU:Re7.2.6b** Identify the context of music from a variety of genres, cultures, and historical periods.

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

**SING: Multiple Songs**

**Objectives:**

- Practice all songs for the Winter Concert and the Airport Concert until they know them by heart.

**Lesson / Instruction**

- Warm Up:**  
<http://youtu.be/P1m0T4xQWFw?si=kM3GZ8wQWCEqj7yR>
- Songs for Concert/ Airport**

- All I Want For Christmas
  - KARAOKE:** <http://youtu.be/RmUWWVZw28E?si=gFKbPQrhtY0XpthK>
  - FINAL:** SPOTIFY
- Snowman



- **KARAOKE:**  
[http://youtu.be/jzv-VC9kcXA?si=XTTDBfP-XYUE\\_ue3](http://youtu.be/jzv-VC9kcXA?si=XTTDBfP-XYUE_ue3)
- **FINAL:** SPOTIFY

3. **Rockin' Around the Christmas Tree**

1. **KARAOKE:** <http://youtu.be/se7zpa71DY?si=WLqZKIOuHKsYvLfi>
2. **FINAL:** SPOTIFY

4. **Last Christmas**

- **KARAOKE:**  
<http://youtu.be/KhqNTjbQ71A?si=LDV7S8xCwuTRPiQV>
- **FINAL:** SPOTIFY

5. **Silver Bells**

- **KARAOKE:**  
[http://youtu.be/WDEI\\_nC7Vpl?si=rAhiYsEET6frpDGb](http://youtu.be/WDEI_nC7Vpl?si=rAhiYsEET6frpDGb)
- **FINAL;** SPOTIFY

6. **White Christmas**

- **KARAOKE:**  
<http://youtu.be/ssMVxmcJ64s?si=lqHFOHGrbREpu6MI>
- **FINAL:** SPOTIFY

7. **Choral of the Bells**

1. **Example w/ Vocals:**  
www.musescore.com
2. **FINAL:** SPOTIFY

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**Standards**

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

**MU:Cn11.0.PreKa** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**MU:Cr2.1** Plan and Make - Select and

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

- Warm Up
- Play complete piece together

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**Standards**

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

**MU:Cn11.0.PreKa** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

- **KARAOKE:**  
[http://youtu.be/jzv-VC9kcXA?si=XTTDBfP-XYUE\\_ue3](http://youtu.be/jzv-VC9kcXA?si=XTTDBfP-XYUE_ue3)
- **FINAL:** SPOTIFY

3. **Rockin' Around the Christmas Tree**

1. **KARAOKE:** <http://youtu.be/se7zpa71DY?si=WLqZKIOuHKsYvLfi>
2. **FINAL:** SPOTIFY

4. **Last Christmas**

- **KARAOKE:**  
<http://youtu.be/KhqNTjbQ71A?si=LDV7S8xCwuTRPiQV>
- **FINAL:** SPOTIFY

5. **Silver Bells**

- **KARAOKE:**  
[http://youtu.be/WDEI\\_nC7Vpl?si=rAhiYsEET6frpDGb](http://youtu.be/WDEI_nC7Vpl?si=rAhiYsEET6frpDGb)
- **FINAL;** SPOTIFY

6. **White Christmas**

- **KARAOKE:**  
<http://youtu.be/ssMVxmcJ64s?si=lqHFOHGrbREpu6MI>
- **FINAL:** SPOTIFY

7. **Choral of the Bells**

1. **Example w/ Vocals:**  
www.musescore.com
2. **FINAL:** SPOTIFY

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**Standards**

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

**MU:Cn11.0.Ka** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**MU:Cr3.1** Evaluate and Refine - Evaluate

**Up On The House Top**

Luke: Alto Sax (A section)  
Avery: Alto Sax A section)  
Cole: Drums, Mallets & Percussion  
Brody: Drums & Percussion  
Abby: Percussion  
Ash: Flute  
Jacob: Trombone  
Lucas: Euphonium

- Warm Up
- Play complete piece together

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**Standards**

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

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

**MU:Cr1.1.1b** 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:Cr3.1.1a** With limited guidance, discuss and apply personal, peer, and teacher feedback to

- **KARAOKE:**  
[http://youtu.be/jzv-VC9kcXA?si=XTTDBfP-XYUE\\_ue3](http://youtu.be/jzv-VC9kcXA?si=XTTDBfP-XYUE_ue3)
- **FINAL:** SPOTIFY

3. **Rockin' Around the Christmas Tree**

1. **KARAOKE:** <http://youtu.be/se7zpa71DY?si=WLqZKIOuHKsYvLfi>
2. **FINAL:** SPOTIFY

4. **Last Christmas**

- **KARAOKE:**  
<http://youtu.be/KhqNTjbQ71A?si=LDV7S8xCwuTRPiQV>
- **FINAL:** SPOTIFY

5. **Silver Bells**

- **KARAOKE:**  
[http://youtu.be/WDEI\\_nC7Vpl?si=rAhiYsEET6frpDGb](http://youtu.be/WDEI_nC7Vpl?si=rAhiYsEET6frpDGb)
- **FINAL;** SPOTIFY

6. **White Christmas**

- **KARAOKE:**  
<http://youtu.be/ssMVxmcJ64s?si=lqHFOHGrbREpu6MI>
- **FINAL:** SPOTIFY

7. **Choral of the Bells**

1. **Example w/ Vocals:**  
www.musescore.com
2. **FINAL:** SPOTIFY

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**Standards**

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

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

**MU:Cr1.1.1b** With limited guidance, generate musical



develop musical ideas for defined purposes and contexts

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

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

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

**MU:Cr3.1.PreKa** With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

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

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

**MU:Cr3.1.PreKa** With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

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

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

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

**MU:Pr5.1.PreKb** With substantial guidance, apply personal, peer, and

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

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

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

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

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

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

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

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

**MU:Pr4.2.Ka** With guidance, explore

refine personal musical ideas.

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

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

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

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

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

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

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

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:Cr3.1.1a** With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

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

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

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

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

**MU:Pr4.2.1a** With limited guidance, demonstrate knowledge of music



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

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

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

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

**MU:Pr6.1.PreKa** With substantial guidance, perform music with expression.

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

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

**MU:Re8.1.PreKa** With substantial guidance, explore music's expressive

teacher feedback to refine performances.

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

**MU:Pr6.1.PreKa** With substantial guidance, perform music with expression.

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

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

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

### SING - DECK THE HALLS

**Objectives:**

- Focus on song for Winter Concert

**Lesson / Instruction**

- Keep working on each section of the song until students learn all of the words and can sing together
- PE Time After

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

**Standards**

**MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and

and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

**MU:Pr4.3.Ka** With guidance, demonstrate awareness of expressive qualities

(such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

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

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

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

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

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

**MU:Pr5.1.1a** With limited guidance, apply personal, teacher, and peer feedback to refine performances.

**MU:Pr5.1.1b** With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

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

**MU:Pr6.1.1b** Perform appropriately for the audience and purpose.

### SING: Frosty the Snowman

**Objectives:**

- Focus on song for Winter Concert

**Lesson / Instruction**

- Keep working on each section of the song until students learn all of the words and can sing together
- PE Time After

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

**Standards**

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

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

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

concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

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

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

**MU:Pr5.1.1a** With limited guidance, apply personal, teacher, and peer feedback to refine performances.

**MU:Pr5.1.1b** With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

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

**MU:Pr6.1.1b** Perform appropriately for the audience and purpose.

### SING: Frosty the Snowman

**Objectives:**

- Focus on song for Winter Concert

**Lesson / Instruction**

- Keep working on each section of the song until students learn all of the words and can sing together

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

**Standards**



qualities (such as dynamics and tempo).

### SING - DECK THE HALLS

**Objectives:**

- Focus on song for Winter Concert

**Lesson / Instruction**

- Keep working on each section of the song until students learn all of the words and can sing together

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

**Standards**

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

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

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

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

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

personal experiences to make music.

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

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

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

**MU:Cr3.1.4a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

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

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

**MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and

### SING: Deck the Halls

**Objectives:**

- Focus on song for Winter Concert

**Lesson / Instruction**

- Keep working on each section of the song until students learn all of the words and can sing together

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

**Standards**

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

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

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

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

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

**MU:Cr1.1.3b** Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

**MU:Cr2.1.3b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

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

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

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

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

**MU:Pr5.1.3a** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

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

**MU:Cn11.0.Ka** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

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

**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



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

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

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

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

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

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

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

technical accuracy, and in a manner appropriate to the audience and context.

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

**MU:Pr5.1.4b** Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

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

**MU:Pr6.1.4b** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

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

**MU:Re8.1.4a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

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

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

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

**MU: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.

### **RECORDERS: We Wish You a Merry Christmas**

**Objectives:**

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

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

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

### **ORFF ORCHESTRA: Jolly Old Saint Nicholas**

**Objectives:**

- Focus on completing the Winter Concert song without errors.

### **Lesson / Instruction**

- Take the music piece by piece (chunk it) until the entire song is learned and can be played through smoothly.

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

### **Standards**

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

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

**MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to

performances, individually or in collaboration with others.

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

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

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

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

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

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

**MU:Re7.2.Ka** With guidance, demonstrate how a specific music



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

**MU:Pr5.1.2b** Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

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

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

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

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

**BOOMWACKERS - JINGLE BELLS**

**Objectives:**

- Perfect Boomwacker performance for the Winter Concert

**Lesson / Instruction**

- Work on the warm-ups and songs to perfect the piece chosen for the winter concert.

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

**Standards**

**MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and

**RECORDERS: Rudolph the Red-Nosed Reindeer**

**Objectives:**

- Focus on completing the Winter Concert song without errors.

**Lesson / Instruction**

- Take the music piece by piece (chunk it) until the entire song is learned and can be played through smoothly.
- PE Time After

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

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

**Standards**

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

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

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

**MU:Cr1.1.3b** Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

**MU:Cr2.1.3b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

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

- Focus on completing the Winter Concert song without errors.

**Lesson / Instruction**

- Take the music piece by piece (chunk it) until the entire song is learned and can be played through smoothly.

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

**Standards**

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

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

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

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

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

**MU:Cr2.1.5b** Use standard and/or iconic notation and/or recording technology

create musical work(s) that meet appropriate criteria.

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

**MU:Cr3.1.4a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

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

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

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

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

concept (such as beat or melodic direction) is used in music.

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

**SING: Deck the Halls**

**Objectives:**

- Focus on song for Winter Concert

**Lesson / Instruction**

- Keep working on each section of the song until students learn all of the words and can sing together
- PE Time After

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

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

**Standards**

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

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

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

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



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

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

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

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

**MU:Cr3.1.5a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria

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

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

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

**MU:Pr5.1.3a** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

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

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

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

to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

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

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

**MU: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.

**RECORDERS:  
We Wish You a Merry Christmas**

- Objectives:**
- Focus on completing the Winter Concert song without errors.

**Lesson / Instruction**

selected for performance.

**MU:Pr5.1.4b** Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

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

**MU:Pr6.1.4b** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

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

**MU:Re8.1.4a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

**RECORDERS:  
Rudolph the Red-Nosed Reindeer**

- Objectives:**
- Focus on completing the Winter Concert song without errors.

**Lesson / Instruction**

- Take the music piece by piece (chunk it) until the entire song is learned and can be

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

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

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

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

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

**MU:Pr6.1.6b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate



and feedback, and explain rationale for changes.

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

**MU: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.

**RECORDERS:  
We Wish You a Merry Christmas**

**Objectives:**

- Focus on completing the Winter Concert song without errors.

**Lesson / Instruction**

- Take the music piece by piece (chunk it) until the entire song is learned and can be played through smoothly.

Recess 2:30pm - 2:45pm

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

**Standards**

**MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and

reflect expressive intent.

**ORFF ORCHESTRA:  
Jolly Old Saint Nicholas**

**Objectives:**

- Focus on completing the Winter Concert song without errors.

**Lesson / Instruction**

- Take the music piece by piece (chunk it) until the entire song is learned and can be played through smoothly.
- PE Time After

Practice Time 2:45pm - 3:30pm

- Take the music piece by piece (chunk it) until the entire song is learned and can be played through smoothly.
- PE Time After

Recess 2:30pm - 2:45pm

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

**Standards**

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

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

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

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

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

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

played through smoothly.

- PE Time After

for venue and purpose.

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

**MU:Re8.1.6a** Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

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

**UKULELES:  
Mele Kalikimaka**

**Objectives:**

- Play the song through smoothly and without interruption.

**Lesson / Instruction**

- Concentrate on playing the piece through without interruption.
- PE Time After

Practice Time 2:45pm - 3:30pm



personal experiences to make music.

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

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

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

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

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

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

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

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

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

**MU:Pr6.1.6b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

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

**MU:Re8.1.6a** Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within



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

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

**MU:Pr6.1.6b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

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

**MU:Re8.1.6a** Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

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

genres and cultural and historical context, convey expressive intent.

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

### **UKULELES: Mele Kalikikimaka**

- Objectives:**
- Play the song through smoothly and without interruption.

#### **Lesson / Instruction**

- Concentrate on playing the piece through without interruption.



**UKULELES:**  
**Mele**  
**Kalikikimaka**

**Objectives:**

- Play the song through smoothly and without interruption.

**Lesson / Instruction**

- Concentrate on playing the piece through without interruption.