




Monday 12/09/2024	Tuesday 12/10/2024	Wednesday 12/11/2024	Thursday 12/12/2024	Friday 12/13/2024
School Day 65	School Day 66	School Day 67	School Day 68	School Day 69
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
Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am
SONGS ONLY TODAY - JOLLY OLD SAINT NICHOLAS & UP ON THE HOUSE TOP MEDLEY	SONGS ONLY TODAY	SONGS ONLY TODAY - JOLLY OLD SAINT NICHOLAS & UP ON THE HOUSE TOP MEDLEY	Lesson / Instruction Set up for Concert	SONGS ONLY TODAY - JOLLY OLD SAINT NICHOLAS & UP ON THE HOUSE TOP MEDLEY
Standards MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding. 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 Analyze - Analyze the structure and context of varied musical works and their implications for performance. MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and	Standards MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding. 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 Analyze - Analyze the structure and context of varied musical works and their implications for performance. MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. MU:Pr4.2.6a Explain how understanding the structure and the	Standards MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding. 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 Analyze - Analyze the structure and context of varied musical works and their implications for performance. MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and	Prep 9:33am - 11:30am Lunch 11:30am - 12:15pm  Winter Concert 1:00pm - 2:30pm	Standards MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding. 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 Analyze - Analyze the structure and context of varied musical works and their implications for performance. MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and



explain why each was chosen.

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

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

MU:Pr4.2.6c 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=82GNDQAXYqjfTn9c>

Songs for Concert/ Airport

- Rockin' Around the Christmas Tree**
 - KARAOKE:** <http://youtu.be/se7zpa71DY?si=WLqZKIOuHKsYvLf>
 - 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)

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)



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

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 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
- **FINAL:** SPOTIFY

3. **Last Christmas**

- **KARAOKE:**
<http://youtu.be/KhqNTjbQ71A?si=LDV7S8xCwuTRPjQV>
- **FINAL:** SPOTIFY

4. **Silver Bells**

- **KARAOKE:**
http://youtu.be/WDEI_nC7Vpl?si=rAhiYsEET6frpDGb
- **FINAL:** SPOTIFY

5. **White Christmas**

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

6. **Choral of the Bells**

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

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

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

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 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

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

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

**Section 1: Unit 1:
Lesson 5: Louder and Softer**

Standards

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

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

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

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/



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

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:Pr4.3.PreKa With substantial guidance, explore music's expressive

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 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

performers' expressive intent.

Objectives:

- Recognize dynamic levels based on the content of a poem.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW |

S1U1L5: Louder and

Softer: Interactive

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

LISTEN | Sleep, Bonnie

Bairnie

iSONG | Sleep, Bonnie

Bairnie: Interactive

- **Review** the iSong for "Sleep, Bonnie Bairnie."

DESCRIBE | Mood of

Sleep, Bonnie Bairnie

ACTIVITY | S1U1L4:

Sleep, Bonnie Bairnie:

Interactive

Have students:

- **Describe the mood** of the song.
 - Is it loud or soft? Is it smooth or bouncy?
- **Ask/Suggest** ways their singing can show this mood. (smooth, soft)
- **Tell children** they will learn when to sing louder or softer (to express the mood of a song better).

LISTEN / MOVE | Louder

and Softer with March

ACTIVITY | S1U1L5:

Softer and Louder:

Interactive

- **Show slide and explain** that p = Italian = piano = softer and f = Italian word forte = louder, when we talk about music.
- **Discuss the pictures** and why each represents either loud or soft.

March from Children's

Games (Bizet): Audio

- **Ask children to listen** carefully to "March" to hear if the music gets louder or softer. (It begins softly and has some surprisingly loud parts.)
- **Invite children to try out movements** that they can do with a steady beat.
 - Movements should reflect whether music is loud or soft. Eg, might begin w/ gentle march or walk,



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

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

Standards

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

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 qualities (such as dynamics and tempo).

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.

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

then add bigger movements like stomping or swinging arms for the louder sounds.

- **Give the class time** to practice their movements before trying them out with "March."
- **Listen and raise a hand** when the music gets louder.
- **Point to the symbol on the slide** that shows what you hear.
- **Move in new ways** to show louder and softer.

iLISTENING MAP | March from Children's Games:

Interactive

- **Show the interactive listening map** and ask volunteers to find the symbols for softer and louder on the pathway.
- **Play the animation** and have children follow along, raising a hand when the music gets louder.
- **Using the Audio Only button**, challenge children to identify when the music is loud and when it is soft, using appropriate hand gestures

LISTEN / IDENTIFY |

Tone Color in March

- **Listen and name** the instruments as you see them on the right side of the listening map.

IDENTIFY | Louder

iSONG | Mi cuerpo (My Body): **Interactive**

- **Listen for** when the song gets louder.
- **Describe** the louder parts. (Clapping and stamping are louder.)

LOCATOR MAP | Puerto Rico:

Interactive

- **Find Puerto Rico** on the map.

SING | Mi cuerpo

- **Listen** to the song and plan to sing some parts loudly and some parts softly.
- **Use clapping and stamping** as loud parts in your plan.
- **Point** to the clapping or stamping picture as you sing.

PERFORM | Rain

Rhythms

ACTIVITY | S1U1L5: Loud and Soft with Rain

Rhythms: **Interactive**

- **Have children listen** as you read "Rain Rhythms."
- **Ask children to explore and describe** how this rhyme can be read forte (loudly) and piano (softly).



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.

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

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 after practice (ROCK WALL)

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

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: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 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 and feedback, and explain rationale for changes.

MU:Pr4.2 Analyze - Analyze the structure

- Invite volunteers to read the rhyme aloud, experimenting with their ideas for piano and forte.

MUSIC SKILLS | Vocal

Development

- Invite children to recite "Rain Rhythms" with you. (See slide above)
- Recite the rhyme once using forte and once using piano
- Engage students in a brief discussion regarding which dynamic they think is more appropriate.

ART GALLERY | Paris

Street: Rainy Day

ART GALLERY | Paris

Street: Rainy Day:

Interactive

Read:

Gustave Caillebotte (184-1894)

- Grew up in a rich family in Paris, France, so he painted for fun, not to support himself.
- He was known more as a supporter of the arts than a painter while he lived.
- His hobbies included collecting stamps, growing orchids, building yachts, and designing textiles.
- His stamp collection is in the British Museum!
- A painter of the School of Realism, he was influenced by Impressionism and the new art of photography.
 - Paris Street; Rainy Day shows a real street corner in north Paris.

LISTEN | Noises

POETRY | S1U1L5:

Noises: Interactive

- Plan a way to read the poem using loud and soft.
 - Say the first half of the poem forte, when it describes loud activities
 - Say the second half piano, when it describes quiet activities

WRAP UP

- Have children walk as you re-read the poem, making their steps a little larger when your voice gets louder.

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

Standards



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.

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

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 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

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.

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

- Standards**
- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.7** Actively participate in all activities of health enhancement class.

- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.7** Actively participate in all activities of health enhancement class.
- 5.PE.9** Identify the need for warm-up and cool-down activities related to various physical activities.
- 5.PE.10** Participate in physical activity with responsible interpersonal behavior.
- 5.PE.11** Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
- 5.PE.12** Give corrective feedback respectfully to peers.
- 5.PE.14** Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
- 5.PE.15** Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
- 5.PE.16** Apply safety principles with physical activities.

- Lesson / Instruction**
- Rock Wall

Recess 1:45pm - 2:00pm



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.

BOOMWACKER S - 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 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,

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 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

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

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

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

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

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

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

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

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

Lesson / Instruction

- Rock Wall

Recess 2:30pm - 2:45pm

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

Standards

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

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

Standards

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

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

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

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

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

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

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

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

Lesson / Instruction

- Rock Wall

Practice Time 2:45pm - 3:30pm



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 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.

(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:Pr5.1.3b Rehearse to refine technical accuracy, expressive

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: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 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

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.
- PE Time After

Practice Time 2:45pm - 3:30pm

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.



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 for venue and purpose.

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

Objectives:

- Play the song through smoothly and without interruption.

Lesson / Instruction

- Concentrate on playing the piece through without interruption.



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
Kalikikimaka

Objectives:

- Play the song through smoothly and without interruption.

Lesson / Instruction

- Concentrate on playing the piece through without interruption.