



Monday 01/20/2025	Tuesday 01/21/2025	Wednesday 01/22/2025	Thursday 01/23/2025	Friday 01/24/2025
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No School	School Day 85	School Day 86	School Day 87	School Day 88
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No School - Martin Luther King Day

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Breakfast Duty 8:00am - 8:20am

Band - 7 & 8 8:35am - 9:30am

Song Writing

Standards

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

MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

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

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

MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments

Breakfast Duty 8:00am - 8:20am

Choir - 7 & 8 8:35am - 9:30am

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LAST DAY OF QUARTER End of 2nd Quarter

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within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

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

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

MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of

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MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

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MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.7a Evaluate their own work, applying selected

compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

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MU:Cr3.1.7a Evaluate their own work, applying selected



criteria such as appropriate application of elements of music including style, form, and use of sound sources.

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

MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

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

MU:Pr4.2.7a 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.

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

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

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

MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

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

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

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Objectives:

- Have students continue writing the lyric portion of their song

Lesson / Instruction

1. Continue to review the song writing process:
 - Lyrics are written first
 - Form must be included (Intro, Verses, Chorus, and Coda)
 - Hand out assignment and rubric
 - **NO COMPUTERS can be used this time**
2. Have students select an instrument and a red Excellence book for their instrument and have them place themt in their cubby.
 - *Note: If the song will be played on a woodwind instrument, they must choose a classmate to sing with them while they play their instrument.*

After students have written their lyrics, we will begin practicing from the red Excellence book before students begin writing the instrumental portion of their song
Time will then be given to put all the pieces of the song together

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Throwing & Catching 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 requiring hand-eye coordination.
- 2.2a Exhibit physical reflexes in response to stimulation.

Objectives:

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Lunch 11:30am - 12:15pm

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

Section 1: Unit 3: Lesson 1: Walk, Jog, or Gallop (1 of 2)

Standards

- MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr1.1.Ka With guidance, explore and experience

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

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Lesson / Instruction

1. Continue to review the song writing process:
 - Lyrics are written first
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- Have students continue writing the lyric portion of their song

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Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Section 1:Unit 1: Lesson 7: More Steady Beat

Standards

- MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
- MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and



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.

2.3a Respond to touch, movement, and sound.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

music concepts (such as beat and melodic contour).

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

MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.

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

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: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.

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

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.

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2.3h Adapt movements to specific situations.

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2.4a React to participation in daily routines.

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

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

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

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

MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

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

MU:Pr6.1.1a With limited guidance,



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.

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

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

2.6f Participate in physically active games with peers.

2.6g 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.

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

Objectives:

- Gallop to show aural recognition of gallop rhythm (quarter and eighth note).

Concept:

- Meter

Lesson / Instruction

This lesson is very long and will take 2 class periods

INTRODUCTION
CONCEPT OVERVIEW | S1U3L1: Walk, Jog, or Gallop: Interactive

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

LISTEN | Sound of Horses
LISTENING | Sounds of Horses: Interactive

- Display the slide and have children recall sounds horses make when moving.

ACTIVITY | S1U3L1: Walk and Gallop: Interactive

- Have them click tongues or pat to show sounds for walk, jog, and gallop

REACHING ALL LEARNERS | English Language Learners
ELL Adaptation

Identify Movements in Preparation for Learning About Rhythm

Before beginning the MOTIVATE section of the lesson, display the slide ACTIVITY | Walk and Gallop, introduced in LISTEN | Sound of Horses, with pictures of horses. Ask volunteers to demonstrate each movement as you point to a picture and say the word "gallop" or "walk." Then, proceed with the MOTIVATE section as written.

ELL Intervention Strategies
Preproduction

Have students look at the slide. Say the word "gallop" or "walk," and have children point to the correct picture.

Intermediate and Advanced Fluency

2.4c Indicate needs and wants.

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.

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perform music for a specific purpose with expression.

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

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

Objectives:

- Create and perform 4-beat body percussion patterns.

Lesson / Instruction

INTRODUCTION
CONCEPT OVERVIEW | S1U1L7: More Steady Beat: Interactive

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

LISTENING | S1U1L3: Vhaya Kadhimba: Interactive

- Invite children to listen to "Vhaya Kadhimba" again.
- Have them identify the body parts that make sounds in this game. (hands clapping, foot on the ground)
- Tell them that the body is an orchestra of sounds.
- Explain that they will discover some of those sounds and will combine them with a steady beat.

MOVE | A Sailor Went to Sea, Sea, Sea
iSONG | A Sailor Went to Sea, Sea, Sea: Interactive

- Invite children to listen to "A Sailor Went to Sea, Sea, Sea," doing the following actions with the steady beat:
 - sea —salute
 - chop —right hand chop inside left elbow joint
 - knee —right hand chop side of knee
 - shoo-bop-shuh-bop —wiggle hips with alternating index fingers pointing in air

SONG ANTHOLOGY | Grade 1: Document



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

2.7d Recognize rules and follow basic safety instructions.

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.

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90-degree

Have children demonstrate galloping while quickly saying "The horse gallops," and walking while saying "The horse walks" at a normal rate.

PAT | Walking Rhythm

- Ask children to listen, eyes closed, as you walk across the room. Have them pat their knees to imitate the sound, then describe it. (walking)

LISTEN | It's Good to See

You

iSONG | It's So Good to See You: **Interactive See Song Anthology, p. 71**
SONG ANTHOLOGY | Grade K: **Document**

- **Have children listen** to "It's So Good to See You."

SING | It's So Good to See You

It's So Good to See You

(Stereo Mix): **Audio**

- **Ask children** if the song would be best for walking, jogging, or galloping. (walking)
- **Help them discover** how many sections the song has. (2)
- **Have them walk and sing the first section,** then **stand in place and do the actions during the counting section.**

MUSIC SKILLS | Play

VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers): Interactive

Play

- **Have students clap** the pattern *it's good to see you*.
- **Have children play** virtual unpitched instruments to accompany the song.

LISTEN | Poem

POETRY | S1U3L1:

Deedle, Deedle Dumpling: Interactive

- **Invite children to listen** as a volunteer gallops, imitating the sound by clicking tongues.
- **Have them listen as you read** "Deedle, Deedle Dumpling" to see if it has a jogging or galloping rhythm. (jogging)

? Beginning Sound

LINKS | Reading

Reading: The Letter D
Use "Deedle, Deedle

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.

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands

Have children:

- **Sing the song** with the actions.
- **Sing the first verse**, patting with the beat, then learn the hand-clapping game. (See next blade below.)
- **Identify their movements** as matching the steady beat.

MOVEMENT | Patterned Movement

"A Sailor Went to Sea, Sea, Sea" Have children choose partners. Partners face each other to sing and pat with the steady beat. Start on the upbeat.

On the first line:

A *Clap own hands together*
sail- *Clap hands with partner*
-or *Clap own hands together*
went *Clap right hand with partner*
to *Clap own hands together*
sea sea sea *Clap partner's hands 3x quickly*

Children continue this pattern for each line.

PLAY | A Sailor Went to Sea, Sea, Sea

PLAYALONG | S1U1L7: A Sailor Went to Sea, Sea, Sea: Interactive

1. Add one family of unpitched instruments to each repeated word for "A Sailor Went to Sea, Sea, Sea." For example sea = drums, chop = metals, knee = woods, shoo-bop-shuh-bop = scrapers and shakers.
2. Once all instruments have been assigned, have children perform the piece by singing and playing instruments, then practice inner hearing by singing "in their heads" (using their inner voice) and playing the instruments at the correct times.
3. Repeat the activity to assess whether children used their inner voice effectively to keep track of the song while playing. You may wish to combine two four-beat patterns to make eight-beat patterns.



angle, hold upper body straight

Go Fitness: Tag You're It! (10 min)

1. Rainbow Crossing (Card 107)

Go Activity: Throwing & Catching

Activities (10 min)

Materials: 1 bean bag per pair

1. Partner Catch (Card 377)

Go Activity: Throwing & Catching

Activities (5 min)

Materials: 1 bean bag

1. Shooting Star (Card 378-379)

Go Activity: Throwing & Catching

Activities (10 min)

Materials: 1 bean bag per pair

1. Circle Step Back (Card 380-381)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

Standards

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 equipment in physical activity settings.

"Dumpling" to work with children on the letter D. Give children blank booklets and have them glue pictures of items beginning with the letter D on the pages. On the cover, have them copy or trace the letter D in upper and lower case form.

MOVEMENT | Deedle, Deedle Dumpling

Locomotor Movement: "Deedle, Deedle Dumpling" When moving to "Deedle, Deedle Dumpling," reinforce the strong beat by playing it on a drum. All children can jog to this at once, moving in a circle or through shared space. Alternatively, one child can begin. Have the others join in as you call on them in follow-the-leader style behind the first child.

MOVE | To a Poem

- **Teach** the poem "Deedle, Deedle Dumpling" and ask which lines are the **same**. (first, last)
- **Invite children to play** a musical game by removing one shoe and jogging as they say the poem.

HISTORY AND CULTURE | Mother Goose

Mother Goose No one knows for sure how the idea of Mother Goose as a spinner of nursery rhymes and tales originated. The first mention of her occurred in a 1650 French book, in which the name might have been a reference to a French queen. In 1697 a French writer, Charles Perrault, used the term "Tales of My Mother Goose," in a book that included such stories as "Cinderella" and "Little Red Riding Hood." In about 1756 an English writer named John Newbery attached the name Mother Goose to a collection of nursery rhymes, setting the stage for the widespread use of the term "Mother Goose rhymes."

LISTEN | Jack, Be Nimble

on legs to support back)

- Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
- Calves - Lunge forward and bend knee to 90-degree angle, hold upper body straight

Go Fitness: Tag You're It! (10 min)

1. Rainbow Crossing (Card 107)

Go Activity: Throwing & Catching

Activities (10 min)

Materials: 1 bean bag per pair

1. Partner Catch (Card 377)

Go Activity: Throwing & Catching

Activities (5 min)

Materials: 1 bean bag

1. Shooting Star (Card 378-379)

Go Activity: Throwing & Catching

Activities (10 min)

Materials: 1 bean bag per pair

1. Circle Step Back (Card 380-381)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

Section 1: Unit 1: Unit Assessment: Spotlight Your Success!

Standards

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:Cr3.2.3a Present the final version of personal created music to others, and

LINKS | Social Studies

Read:

Merchant Marine Share this information with children and lead a discussion about it. Describing the achievements of America's Merchant Marine during World War II, President Franklin Roosevelt said: "Mariners have delivered the goods when and where in every theater of operations and across every ocean." In addition to the Merchant Marine, many national organizations train people for careers at sea, including the Coast Guard, the Marine Corps, and the Navy. Ask children if they know anyone who has worked on a ship. Then ask them how information about ships relates to a song they sang today. (The song "A Sailor Went to Sea, Sea, Sea" is about sailors, and sailors work on ships like those of the Merchant Marine or in the Navy.)

PERFORM | Body Percussion with March

iLISTENING MAP | March from Children's Games: Interactive

- **Have students tap** the steady beat on the highlighting boots as preparation for performing body percussion with the beat.
- **Set the slide to Audio Only** and ask them to tap the boots without the highlighting to assess whether they have their steady beats ready.
- **Invite children to listen** to "March."
- **Ask them to imitate you** as you keep the steady beat using different body percussion sounds such as clapping, patting, stamping, and tapping shoulders or head.
- **Tell the children** they were doing *body percussion*, using the body as a percussion instrument.

CREATE | Body Percussion Pattern



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

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

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

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

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

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

4.PE.5 Discuss the importance of hydration and hydration choices relative to physical activities.

iSONG | Jack, Be Nimble:
Interactive
SONG ANTHOLOGY |
Grade K: **Document - See Song Anthology, p. 72**

Have children:

- **Listen** to "Jack, Be Nimble" and notice that it has two different sections. (sung, spoken)
- **Listen again** and click the underlying long-short rhythm on each beat with their tongues, then decide if it is a walking, jogging, or galloping rhythm. (galloping)

? **Classify and Categorize**

IDENTIFY / SING | Repeat Signs
SONG ANTHOLOGY |
Grade K: **Document - See Song Anthology, p. 72.**

- **Explain** to children that repeat signs tell us to repeat everything inside them.
- **Use Song Anthology, p. 72,** to show the notation for "Jack, Be Nimble," and point to the repeat sign at the end of the second line.
- **Play** the song audio and guide children through the notation, pointing to the repeated parts when they are heard.
- **Then have children sing** the song and **hold both hands up facing each other when they are singing the repeated part.**

MOVE | Jack, Be Nimble
Jack, Be Nimble (Stereo Mix): **Audio**

Invite children to:

- **Echo** each line to learn the rhyme.
- **Listen** as you remind them that the same foot is always in front when they gallop.
- **Sing** the first section (without the recording) as one child gallops over to a second child.
- **Repeat** the sung section as the second child gallops to a third child, and so on, until all have had a turn. (All then gallop back to their original spaces.)

REACHING ALL LEARNERS | Inclusion
Inclusion Reluctant children may be encouraged to gallop with

describe connection to expressive intent.

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

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

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

Objectives:

- Unit 1 Goals: Review and Assess for mastery

Lesson / Instruction

UNIT REVIEW
iSONG | Sweet Potatoes:
Interactive
Unit Review

- **Remind students** that they have heard game songs, folk songs, and songs with words that do not mean anything! They have also listened for rhythm and beat and for the shapes of melodies.

Have students:

- **Sing one verse** of "Sweet Potatoes," with half the class patting with the beat and the other half clapping the rhythm.
- **Switch** roles and repeat.

iSONG | The Happy Wanderer: **Interactive**
Then, ask students to:

- **Trace** the shape of the melody as they sing Verse 1 of "The Happy Wanderer."

ASSESSMENT
RESOURCE MASTERS |
Grade 3: Resource Master 1•12, pp.13-14: **Document**

ACTIVITY | S1U1L7: Body Percussion Beats:
Interactive
Have children:

- **Echo your** four-beat patterns with claps, pats, stamps, and snaps (or shoulder taps), and describe each body percussion sound they used.
- **Each creates** a four-beat pattern (one sound per beat) using various kinds of body percussion.
- **Have children volunteer to lead** their pattern for echoing by the class.

READ | Body Percussion Patterns with Pictures
GRAPHIC ORGANIZER | Block Organizer—4x4:
Interactive
Have children:

- **Watch as you display** four different patterns created by children. (See slide in lesson section blade above.)
- **Read and perform** each pattern, following the series of four body percussion pictures, one per beat, from the slide.
- **Have volunteers** come up to the whiteboard to create their patterns and ask the class to perform each one or combine the four patterns for children by putting a different pattern into each row of the graphic organizer, typing clap, pat, stamp, or snap in each box for a longer, 16-beat pattern.

MOVEMENT | Body Percussion (USE BODY PERCUSSION CHART)
The four traditional body percussion sounds, *written on a 4-line staff from lowest to highest placement on the body, are stamp, pat (thighs), clap, and snap.* Some children will be able to snap, and some might need an alternative, such as tapping heads or shoulders.

MUSIC SKILLS | Notate
RESOURCE MASTERS | Grade 1: 1•10 (Write a Rhythm Piece), page 11:
Document
Notate

- **Help children create** a book of the steady-beat body-percussion



4.PE.19 Describe and compare the positive social interactions when engaged in partner, small-group, and large-group physical activities.

4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and

4.PE.17 Examine the health benefits of participating in physical activity.

4.PE.8 Identify the components of health-related fitness.

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

4th Grade:

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch a ball thrown by a partner
- Throw and move to catch an object in a small group keep-away situation

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

- Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular

Efficiency: Aerobic

Games Materials: 2 decks cards, 1 crate, 1 cone and frisbee per 3

- Deal Me In (Card 75-76)

(25 min) Go Activity: Basketball: Skill

a hobby-horse on a stick. Children can take turns galloping with it as the others say "Jack, Be Nimble." For a game, begin in scatter formation. As all say the rhyme, one child gallops with the hobbyhorse across the room, gives it to the nearest child, and sits where that child was standing. As the rhyme is repeated, the second child then gallops to a third child, until all have had a turn and all are sitting. End by all galloping back to their original spaces.

MOVEMENT | Achieving Physical Balance

Locomotor Movement: Achieving Physical Balance The faster and more energetic a locomotor movement, the more difficult it is to stop without falling forward. Children are more likely to lose their balance when stopping a run or gallop than when stopping a walk. Children will be able to see this when a volunteer demonstrates stopping from a walk, run, and gallop. Ask children what they think they can do to keep their balance when they stop suddenly. Encourage them to stretch arms out to sides, stop closer to the floor, and tense muscles so they can freeze like statues.

LISTEN | Harpsichord

ACTIVITY | S1U3L1: Harpsichord: Interactive

- Introduce** the harpsichord by inviting them to look at the slide ACTIVITY | Harpsichord.
- Have children listen** to the sample.
- Tell children** that this was one of the first keyboard instruments and was invented many years ago, before the piano.
- Explain** that when a key is played, the strings inside the instrument are plucked like a guitar string, but by a quill.
 - (Contrast this by playing an acoustic

- Present assessment** as a written test (instructions for circling or writing answers included on resource master).

REVIEW

UNIT REVIEW | S1U1L9:

Review: Interactive

- Read** each question aloud, then read the possible answers to the class.
- Have each student signal** with a palm close to the chest when his or her answer is read. (1. a; 2. d; 3. b)

READ AND LISTEN

UNIT REVIEW | S1U1L9:

Read and Listen: Interactive

- Guide students to read all answers** shown. This will assess reading known rhythms in 4/4 meter, then using music symbols to identify sounds presented aurally.
- Then use Unit 1 Read and Listen.**
 - Read** each question, pause the audio and read the letters of the possible answers to the class.
 - Have each student signal** with a palm close to the chest when his or her answer is read. (1. c; 2. a; 3. b)

THINK!

UNIT REVIEW | S1U1L9:

Think!: Interactive (3 Questions)

GIVE STUDENTS LINED PAPER TO ANSWER QUESTIONS

Encourage students to answer the questions thoroughly, using complete sentences.

- Answers should accurately describe the difference between beat and rhythm.
- Answers should indicate an understanding of how the pitches appear on a musical staff.
- Answers will vary.

CREATE AND PERFORM

UNIT REVIEW | S1U1L9:

Create and Perform: Interactive

- Have partners or groups follow the instructions to create and write a melody**

patterns on a four-line staff.

- They can then be read and combined in different ways to create longer patterns.

REACHING ALL LEARNERS | Inclusion

Inclusion For children with physical disabilities, add verses to "Head and Shoulders, Baby" that are within their physical limits. If a child has limited upper-body mobility, add verses such as "thumb/fingers" or "wrist/elbow." Have children work in pairs when one child cannot do both movements, or each child may do one of the movements.

MUSIC SKILLS | Vocal Development

Vocal Development

- Tell children** to put one hand on their chest and the other just below their waistband.
- Have them** inhale to the count of three and exhale to the count of five, making a hissing sound.
 - Only the bottom hand should move as they inhale and exhale.*

PROGRESS CHECKPOINT

ACTIVITY | S1U1L7: Body Percussion Beats: Interactive

Informal Assessment

- Have children watch** as you create a four-beat percussion pattern.
- Have them perform** it as they say "Rain Rhythms" from memory.
 - Rain on my boots and*
 - Rain on my hat.*
 - Rain on my coat but*
 - Not where I sat!*
- Invite them to write and perform** their own 4-beat pattern using body percussion.

Optional Reteaching

- Have children work in pairs** or small groups to read the patterns, and problem-solve together.

WRAP UP

iSONG | Another Busy Day: Interactive

- Preview** the iSong for "Another Busy Day."



Development
Activities **Materials:** 1 polyspot and basketball per student
1. I Got Game - Dribbling Skills (Card 373-374)
(5 min) Cool-down
1. Simon Says

Materials / Resources / Technology

Recess 1:45pm - 2:00pm

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

Basketball 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.4** Recognize the concept of open space in movement context.
- 3.PE.7** Engage in the activities of health enhancement class without teacher prompting
- 3.PE.8** Describe the concept of physical fitness and provide examples of physical activity than enhance fitness.
- 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

piano as children watch the hammers strike the strings under the lid.)

LISTENING | Sonata in C Major: Interactive

- **Invite children to listen for the** harpsichord in Sonata in C Major, Longo 104, by Domenico Scarlatti. Point out the illustration of the composer on the slide.

ART GALLERY | Making Music at a Harpsichord: Interactive

- **Show students** the harpsichord in the Art Gallery as well.

PROGRESS CHECKPOINT
Informal Assessment

- **Ask children to listen again** to Sonata in C Major, moving to show whether it is galloping or jogging music. (galloping)
- **Invite children to identify** appropriate audience behavior while listening.

Optional Reteaching
If children have difficulty recognizing the galloping rhythm, have them mirror you in walking and galloping their "hand-feet" in place on the floor as they listen to the Sonata.

PORTFOLIO | Creative Unit Project
Creative Unit Project [2 of 7]

- **Invite students to practice** saying and tapping the rhythm of the A section of "Jack, Be Nimble" and saying "Deedle, Deedle Dumpling," tapping the rhythm of lines 1 and 4.
- **Tell children** that this song and poem will be used in their performance piece for the Creative Unit Project.

WRAP UP

- **Invite children to tell you** that they practiced listening for walking, jogging, and galloping rhythms.
- **Have them listen** to the Sonata again, galloping one by one to their places in line when you signal to each child.

SCHOOL TO HOME
SONG ANTHOLOGY | Grade K: Documents

using mi, re, and do for rhythm pattern pitches.

- **Check for** accurate meter signature, pitches, and rhythm pattern.

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

Section 1: Unit 1: Spotlight Your Success!

Standards

MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

MU:Cr3.2.4a Present the final version of personal created music to others, and explain connection to expressive intent.

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.

Objectives:

- Unit 1 Objectives: Test mastery of Unit 1 concepts

Lesson / Instruction

UNIT REVIEW

iSONG | Peace Round (Canon): **Interactive**

Have students:

- **Sing** one part of "Peace Round," using their hands to trace the contour of the melody as they sing.
- **Sing** "Peace Round" again with a group, divided to sing the two parts, with each group tracing their contour.

ASSESSMENT

RESOURCE MASTERS | Grade 4: Document

- **Present the assessment as a written test**, using

ACTIVITY | S1U1L7: Steady Beat for a Busy Day: Interactive

- **Write** the keywords steady beat and body percussion on the board.
- **Ask children to use** both words in one sentence to tell what they did in class today.
- **Have them move** to the steady beat as they listen to "Another Busy Day."

iSONG | Head and Shoulders, Baby: **Interactive**

- **Have children select** one of the four-beat body percussion patterns they learned today **to perform** as they listen to and then sing "Head and Shoulders, Baby."

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

Throwing & Catching 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



teacher-directed activities.

3.PE.11 Work independently for extended periods of time.

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 safely in physical activity settings.

3.PE.17 Discuss the relationship between physical activity and good health.

3.PE.18 Discuss the challenge that comes from learning a new physical activity; and

3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.

We are learning these songs:

- "It's So Good to See You," p. 71
- "Jack, Be Nimble," p. 72

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

**Section 2: Unit 4:
Lesson 6: A Canon in a Minor Key**

Standards

MU:Cr1.1.5a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

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

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

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

MU:Pr6.1.5b Demonstrate performance decorum and

Resource Master 1-12, p. 13.

REVIEW

UNIT REVIEW | S1U1L9:

Review: **Interactive**

- Display** each page of the slideshow, read each question aloud and read the possible answers to the class.
- Have each student signal** with a palm close to the chest when his or her answer is read. You may wish to invite a student volunteer to select the correct answer on the slide. (1. c; 2. c; 3. b)

READ AND LISTEN

UNIT REVIEW | S1U1L9:

Read and Listen:

Interactive

- Guide students to describe** and read all answers shown.
- Read the questions** and have students listen to the audio example.
- Read the letters of the possible answers** to the class.
- Have each student signal** with a palm close to the chest when his or her answer is read or have students select the answer. (1. c; 2. b)

THINK!

UNIT REVIEW | S1U1L9:

Think!: **Interactive (3 QUESTIONS - DONT USE 4th)**

HAVE STUDENTS WRITE THEIR ANSWERS ON LINED PAPER

- Encourage students** to answer the questions thoughtfully, using complete sentences.
- Sample Answers:**
1. to listen to others; 2. A roller coaster can go up and down like a melody. 3. Create a future to eliminate hatred and welcome peace.

CREATE AND PERFORM

UNIT REVIEW | S1U1L9:

Create and Perform:

Interactive

- Have partners or groups** follow the instructions to create a melody using pitches from the pentatonic scale in C.
- Check for pitch syllables**, the use of pentatonic pitched in C, and ending the melody in C.

relative to vigorous physical activity.

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

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

K.PE.11 Follow instruction and direction when prompted.

K.PE.12 Recognize the established protocol for class activities.

K.PE.13 Share equipment and space with others.

K.PE.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.

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental throwing and catching skills



- Have fun being physically active.
- 3rd Grade:**
- Throw to a target area using an overhand motion
 - Throw overhand using varied amounts of force and speed
 - Catch a variety of different balls alone and with a partner

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular

Efficiency: Aerobic

Games Materials: 2

decks cards, 1 crate, 1

cone and frisbee per 3

1. Deal Me In (Card 75-76)

(20 min) Go Activity:

Basketball: Skill

Development Activities

Materials: 1 polyspot and basketball per student

1. I Got Game - Dribbling Skills (Card 373-374)

(2 min) Cool-down

1. Simon Says

Materials / Resources / Technology

Practice Time 2:45pm - 3:30pm

audience etiquette appropriate for the context, venue, genre, and style.

Objectives:

- Read a song in a minor key.

Lesson / Instruction

READ | By the Singing

Water

CONCEPT OVERVIEW |

S2U4L6: A Canon in a

Minor Key: Interactive

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

Have students:

- Refer to the notation on Song Anthology p. 30 to find measures with sixteenth notes. (mm. 2, 4, 6, 8, 10, 12)
- Clap the rhythm of the song, saying syllables of your choice.
- Say the words in rhythm.

Have students:

- Refer to Song Anthology p. 30 again to find do on the staff. (the first space)
- List all of the pitches in the song. (la | , ti | , do, re, mi, la)
- Decide if the song is in major or minor. (D minor; la tonal center and half step between second and third notes in scale)
- Find measures that outline the D minor chord. (mm. 1, 3, 5, 7, 9, and 11)

iSONG | By the Singing

Water: Interactive

Have students:

- Sing "By the Singing Water" with words.
- Sing the song as a two-part canon.

ACTIVITY | S2U4L6: Major or Minor?: Interactive

- For more practice distinguishing between major and minor, encourage students to interact with this slide.

MUSIC SKILLS |

Improvise, Vocal

Development, Notate,

Play

VIRTUAL Mallet

PERCUSSION | Orff Mallet

Percussion (Xylophones,

Metallophones, and

Glockenspiels):

Interactive

Improvise

- Invite students to perform their melody for the class.

- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Trunk, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands-on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90-degree angle, holding upper body straight

Go Fitness: Tag You're

It! (10 min)

1. Rainbow Crossing (Card 107)

Go Activity: Throwing &

Catching

Activities (10 min)

Materials: 1 bean bag per pair

1. Partner Catch (Card 377)

Go Activity: Throwing &

Catching

Activities (5 min)

Materials: 1 bean bag

1. Shooting Star (Card 378-379)

Go Activity: Throwing &

Catching

Activities (10 min)

Materials: 1 bean bag per pair

1. Circle Step Back (Card 380-381)

Cool-down: (5 min)

1. Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

Throwing & Catching Activities

Standards



- **Accompany** "By the Singing Water" with a bordun on D and A to the beat, or to a four-beat pattern.
- **Have students, in pairs, take turns** improvising four-beat musical question-and-answer phrases between repetitions of the song, the first person ending on A and the second ending on D. They may use the rhythm of the first phrase, or improvise their own rhythms.

RESOURCE MASTERS|
Grade 5: **Document:**
Resource Master R•16, p.
126

- **Practice singing** a melody with minor pitches

VIRTUAL FRETTED
INSTRUMENTS | Strings
(Bass, Guitar, Banjo,
Ukulele): **Interactive**

Play

- **Have students play** a D-minor chord accompaniment on Virtual Guitar with "By the Singing Water."
- **Play** on beat 1 or on beats 1 and 2

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

Basketball Unit

Standards

- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.3** Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures.
- 5.PE.4** Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics,

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.8 Identify physical activities which contribute to developing strength and fitness.

2.PE.9 Describe warm-up and cool-down activities related to vigorous physical activity.

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

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

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

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

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

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

2.PE.16 Work independently and



dance and games environments.

5.PE.6 Chart and analyze fitness benefits of physical activity outside health enhancement class.

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.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.

safely in physical activity settings.

2.PE.18 Compare physical activities that bring confidence and challenges; and

2.PE.19 Discuss positive results gained from participating in physical activities with others.

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
 - Back of thighs - Cross feet one over the other and touch toes (hands-on legs to support back)
 - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
 - Calves - Lunge forward and bend knee to 90-degree angle, hold upper body straight

Go Fitness: Tag You're It! (10 min)

1. Rainbow Crossing (Card 107)

Go Activity: Throwing & Catching

Activities (10 min)

- Materials:** 1 bean bag per pair
1. Partner Catch (Card 377)



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

5.PE.17 Compare the health benefits of participating in selected physical activities.

5.PE.19 Analyze the social benefits gained from participating in physical activity.

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

5th Grade:

- Using a variety of objects, throw a leading pass overhand to a partner
- Catch objects of different sizes and weights by moving to a designated area
- Throw and catch in a small group game to keep the ball away from opponents or reach a goal

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular

Efficiency: Aerobic

Games **Materials:** 2 decks cards, 1 crate, 1 cone and frisbee per 3

1. Deal Me In (Card 75-76)

(20 min) Go Activity:

Basketball: Skill

Development Activities

Materials: 1 polyspot and basketball per student

1. I Got Game - Dribbling Skills (Card 373-374)

(2 min) Cool-down

1. Simon Says

Go Activity: Throwing & Catching

Activities (5 min)

Materials: 1 bean bag
1. Shooting Star (Card 378-379)

Go Activity: Throwing & Catching

Activities (10 min)

Materials: 1 bean bag

per pair

1. Circle Step Back (Card 380-381)

Cool-down: (5 min)

1. Simon Says (Card 5)

Practice Time 2:45pm - 3:30pm



**Materials /
Resources /
Technology**

Recess 2:30pm - 2:45pm

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

**Grade 5 | Section 2:
Unit 4: Lesson 6: A
Canon in a Minor
Key (for 6th)**

Standards

MU:Cr1.1.5a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

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

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

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



MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

- Objectives:**
- Read a song in a minor key.

Lesson / Instruction

READ | By the Singing Water

CONCEPT OVERVIEW | S2U4L6: A Canon in a Minor Key: Interactive

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

Have students:

- **Refer to** the notation on Song Anthology p. 30 to find measures with sixteenth notes. (mm. 2, 4, 6, 8, 10, 12)
- **Clap** the rhythm of the song, saying syllables of your choice.
- **Say the words** in rhythm.

Have students:

- **Refer to Song Anthology p. 30** again to find do on the staff. (the first space)
- **List all of the pitches** in the song. (la | , ti | , do, re, mi, la)
- **Decide if the song is in major or minor.** (D minor; la tonal center and half step between second and third notes in scale)
- **Find measures that outline the D minor chord.** (mm. 1, 3, 5, 7, 9, and 11)

iSONG | By the Singing Water: Interactive

Have students:

- **Sing** "By the Singing Water" with words.
- **Sing** the song as a two-part canon.

ACTIVITY | S2U4L6: Major or Minor?: Interactive

- **For more practice distinguishing** between major and minor, encourage students to interact with this slide.

MUSIC SKILLS | Improvise, Vocal Development, Notate,

Play
VIRTUAL Mallet PERCUSSION | Orff Mallet Percussion (Xylophones, Metallophones, and



Glockenspiels):

Interactive

Improvise

- **Accompany** "By the Singing Water" with a bordun on D and A to the beat, or to a four-beat pattern.
- **Have students, in pairs, take turns** improvising four-beat musical question-and-answer phrases between repetitions of the song, the first person ending on A and the second ending on D. They may use the rhythm of the first phrase, or improvise their own rhythms.

RESOURCE MASTERS|

Grade 5: **Document:**
Resource Master R-16, p.
126

- **Practice singing** a melody with minor pitches

**VIRTUAL FRETTED
INSTRUMENTS | Strings**
(Bass, Guitar, Banjo,
Ukulele): **Interactive**

Play

- **Have students play** a D-minor chord accompaniment on Virtual Guitar with "By the Singing Water."
- **Play** on beat 1 or on beats 1 and 2