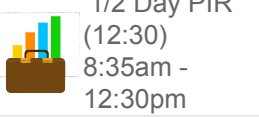




Monday 01/27/2025	Tuesday 01/28/2025	Wednesday 01/29/2025	Thursday 01/30/2025	Friday 01/31/2025
School Day 89	School Day 90	School Day 91	School Day 92	School Day 93
Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 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		Band - 7 & 8 8:35am - 9:30am
<b>Song Writing</b>	<b>Song Writing</b>	<b>Song Writing</b>	Choir - 7 & 8 8:35am - 9:30am	<b>Song Writing</b>
<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Song Writing</b>	<b>Standards</b>
<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p><b>MU:Cr1.1.8a</b> Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments</p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p><b>MU:Cr1.1.8a</b> Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments</p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p><b>MU:Cr1.1.8a</b> Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments</p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p><b>MU:Cr1.1.8a</b> Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments</p>



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

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

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

**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.

**MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

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

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

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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.

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



**Objectives:**

- Have students continue writing the lyric portion of their song

**Lesson / Instruction**

- 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**
- 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

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

**Unit 4: Food: Lesson 2: Instruments Can Make Different Sounds**

**Standards**

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

MU:Cr1.1.PreKa With substantial

**Objectives:**

- Have students continue writing the lyric portion of their song

**Lesson / Instruction**

- Continue to review the song writing process:
  - Lyrics are written first
  - Form must be included (Intro, Verses, Chorus, and Coda)
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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**

**Moving/Traveling 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:**

- Have students continue writing the lyric portion of their song

**Lesson / Instruction**

- 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**
- 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

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

**Section 1: Unit 3: Lesson 1: Walk, Jog, or Gallop (2 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.**

**Objectives:**

- Have students continue writing the lyric portion of their song

**Lesson / Instruction**

- 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**
- 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 - 1 12:15pm - 1:00pm  
Music - 3 1:00pm - 1:45pm  
Music - 4 1:45pm - 2:30pm

**Objectives:**

- Have students continue writing the lyric portion of their song

**Lesson / Instruction**

- 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**
- Have students select an instrument and a red Excellence book for their instrument and have them place themt in their cubby.
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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

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

**Section 1: Unit 2: Opener: All About You and Me**

**Standards**

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

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



guidance, explore and experience a variety of music.

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

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

**MU:Cr3.2.PreKa** With substantial guidance, share revised personal musical ideas with peers.

**MU:Re7.1.PreKa** With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.

**MU:Re9.1.PreKa** With substantial guidance, talk about personal and expressive preferences in music.

**Objectives:**

- Children will listen and play a variety of instrumental tone colors.

**Concept:**

- Tone color

**Lesson / Instruction**

**INTRODUCTION**

**CONCEPT OVERVIEW | S1U4L2: Instruments Can Make Different Sounds: Interactive**

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

**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.

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

**Objectives:**

- Children will learn to identify and represent long and short sounds.

**Lesson / Instruction**

**UNIT THEME | All About You and Me**

**UNIT 2 | S1U2L0: All About You and Me: Interactive**

- **Display** the slide All About You and Me.
- **Discuss** the unit theme with children after reading it to them.
- **Read** the Essential Question and encourage children to respond.
- **Tell children** that as they listen to the songs in the unit, they should try to remember the names of songs that they like.
- **Explain** that the first song they will listen to is "Down by the Bay."
- **Talk about** how this song fits the theme.

**PERFORMANCE |**

**Choreography Notes**

For choreography, use the following documents:

**PIANO**

**ACCOMPANIMENTS |**

**Grade 1: Documents**

**PRINT OUT! (1 COPY)**

- "Let's Go Driving," p. 135
- "Down by the Bay," p. 57

For choreography, use the following videos for "Down by the Bay":

- SOM G1 | JJ Choreography Down by the Bay Front: **Video**
- SOM G1 | JJ Choreography Down by the Bay Back: **Video**
- SOM G1 | JJ Choreography Down by the Bay Split Screen: **Video**

**LISTEN | Down by the Bay**

**iSONG | Down by the Bay: Interactive**

Have children:



**LOCATOR MAP |**

**Germany: Interactive**

- **Optional:** For the next activity you may want to use the locator map showing Germany.

**LET'S BEGIN | Muss i**

**denn**

**LISTENING | Muss i denn: Interactive**

**Invite children to:**

- **Describe the picture** on the slide. (Explain that it is a German marching band.)
- **Listen** to the band while they pat with the beat.

**LISTENING MAP | Muss i denn: Interactive**

- **Have children** tap the beat of the music by using a finger to tap each picture on the listening map slide.
  - Point out to children that they should start with the left picture/beat bar.
- **Help students notice** that the music changes from red to blue in the middle of the piece, as does the color of the highlighting beat bars.
- **Play the slide again** and ask children to raise a hand when the bars change from red to blue.

**MOVE | March Steps**

**KIDS GOTTA MOVE |**

**March: Video**

**Invite children to:**

- **Watch the video** about marching steps.
- **March** along with the video.
- **Discuss** ways to stop at the same time.
- **Form a "marching band" then** march around the room as you lead them while "Muss i denn" plays again.

**MOVEMENT | Patterned Movement**

**Patterned Movement:**

Forming a Standing Circle  
Forming a standing circle can be complex for young children. Explain to children that they must first move in a line. To do this, ask children to pat with the beat of "Muss i denn" as you march alone. Tap a nearby child, and have him/her join hands with you as you continue to march, the chosen child following you. Ask that child to tap a nearby child, join hands with him/her,

**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**

**LISTEN | Jack, Be Nimble**

**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

- **Listen** to "Down by the Bay" and echo each phrase.
- **Guess** some of the rhyming words the song. (examples: goose/moose, whale/tail, fly/tie, bear/hair)
- **Describe** what mood the rhyming words suggest. (silly, happy)

**MOVE | Down by the Bay**

**ACTIVITY | S1U2L0:**

**Long and Short Down by the Bay: Interactive**

**Have children:**

- **Listen again** to "Down by the Bay" raising hands when they hear a long sound in first verse (words with long sounds: bay, grow, home, go, do, say)
- **Take turns pointing to:**
  - *long boat* when they hear long sounds
  - *watermelons* when they hear short sounds.
- **Suggest** movement for each verse of the song.

**WRAP UP**

- **Ask children to summarize** what they learned as they listen to "Down by the Bay."
- **Have children sing** "Down by the Bay" again, with energy and expression.

**PORTFOLIO | Creative**

**Unit Project PRINT OUT AND STAPLE TOGETHER COPIES FOR EACH STUDENT!**

**Resource Masters 2-1 thru 2-13 pg. 17-32 (actually 24 - 39) for UNIT 2: Lessons 1-4, 7, & 8 contain a part of the ongoing final unit project**

**Creative Unit Project**

**Opener**

- **Tell children** that for the Unit 2 unit project they will design and create a "Sounds of Our School" book, filled with things to show longer and shorter and higher and lower sounds.
- **Children will be assessed** on their ability to accurately identify and label longer and shorter and higher and lower sounds.

**SCHOOL TO HOME |**

**Letter**

- **Send home** copies of the **School-to-Home Letter for Unit 2, Resource Master 2\*1, p. 17**



and follow both of you. Continue until all have been tapped and are in the moving line. Then, lead children around in an arc. (Repeat the music as needed.) Finally, join hands with the last child selected, forming a circle.

**LISTEN | Instrument Sounds**

**ACTIVITY | S1U4L2: Trumpet and Bass Drum: Interactive**

- **Display** the slide to show two of the instruments playing in the marching band—trumpet and bass drum.
- **Ask a volunteer** to click the audio icon to listen to excerpts for each instrument.
- **Talk about** how the instruments are played and pantomime playing each one.
- **Invite** children to stand and form a marching band, pantomiming playing trumpets and drums, and march around the room following a leader.

**LISTEN | I Like Spinach**

**iSONG | I Like Spinach: Interactive**

**Have children:**

- **Listen** for the vegetables mentioned in the song “I Like Spinach.” (spinach, carrots, green beans, broccoli)
- **Identify** the call. (I like spinach/carrots/green beans/broccoli.)
- **Echo-sing** each call.
- **Listen** to the song again and turn around in place at the end of the response.

**SING | I Like Spinach**

**I Like Spinach (Stereo Mix): Audio**

**Invite children to:**

- **Form** four groups, each group choosing a vegetable; either spinach, carrots, green beans, or broccoli.
- **Sing** their call.
- **Give children** a cue when their call is about to start.
- **Sing** their call at the right time as they are able, turning around in place after the response.

**LINKS | Movement**

**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
- Develop movement skills and apply a movement vocabulary
- Have fun being physically active

**Lesson / Instruction**

**Warm Up: (5 min)**

1. 3 Laps around Gym

**Go Fitness: Limber**

**Limbs - Stretching**

**Activities (15 min)**

- 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

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 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

**Materials / Resources / Technology**

**Classroom Materials:**

- Resource Master 2•1 (School-to-Home Letter: English and Spanish)
- Resource Master 2•2 (Creative Unit Project)
- Resource Master 2•3 (Creative Unit Project)
- Resource Master 2•12 (Creative Unit Project Self-Assessment)
- Resource Master 2•13 (Creative Unit Project Teacher Assessment)
- Spotlight on Midi Project 4 (Down by the Bay)

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

**Dribbling & Passing (hands) Activities**

**Standards**

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

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

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

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

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

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

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



**Movement: Spinach Roll**

**Materials:** playground ball

This game can help children develop self-control and coordination.

- To reinforce the call-and-response aspect of this song, guide children to sit in a big circle.
- Have them spread their legs in a "V" so that their feet touch their neighbors.
- Have children think about foods they like. (You might suggest specific foods, such as vegetables or snacks.)
- Give one child the ball and he or she becomes the leader.
- Have the leader name a food that he likes to eat; for example, "I like spinach."
- Everyone responds "He/she likes spinach" and the leader rolls the ball to another child.
- Whoever the ball rolls to is the new leader.

**LINKS | Drama**

London Bridge  
(Instrumental): **Audio**

**Drama:** Let's Wrap

Together This activity can help children develop coordination and their ability to play creatively.

- Encourage** children to pretend they are a type of wrapped food, such as a sushi roll or a burrito.
  - What kinds of fillings would they want to be?
- Have them roll around** the room as you sing "Little Sushi Roll," sung to "London Bridge." (Instrumental)
- Encourage them** to roll away from each other so flavors won't mix.

(Optional: You may wish to use the interactive song, muting the vocals in the Mixer.)

Roll, little Sushi, roll, roll, roll,  
Roll, roll, roll, roll, roll, roll,  
Roll, little Sushi, roll, roll, roll,  
Fish and rice and seaweed.

**PLAY | Vegetable Patterns**

**Go Fitness: Mighty Muscles: Strength**

**Activities (10 min)**

**Materials:** Cones and Tape

- Mighty Muscles Strength Stations (Card 135-137) and various Mighty Muscle Task Cards

**Go Activity: Moving & Traveling Activities (10 min)**

**Materials:** 20-25 cones

- See Me Flee (Card 323)

**Cool-down: (5 min)**

- 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.

**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

many years ago, before the piano.

- Explain** that when a key is played, the strings inside the instrument are plucked like those of a guitar string, but by a quill.
  - (Contrast this by playing notes on an acoustic piano, if possible, 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,

**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.

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

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

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active



**ACTIVITY | S1U4L2: I Like Spinach: Interactive**

**Have children:**

- **Identify** the vegetables pictured in the interactive slide. (carrots, spinach, corn, green beans, peas, squash)
- **Say** the name of each vegetable as you point to each tile with the beat.
- **Create** a vegetable pattern, repeating vegetables if desired.
  - (You may want to work as a class or have volunteers click and drop the tiles in the target areas.)
- **Say** the name of the vegetable as you tap each target area with the beat. (Then create more patterns.)
- **Decide** what instrument to use to play their pattern.
- **Encourage** children to notice the sound of each instrument as they play their patterns.
- **Explain** to children that we recognize an instrument sound by its tone color.

**IDENTIFY | Instrument**

**Sounds**

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

- **Invite** children to play a game.
- **Play** an instrument out of the children's view and have them identify the instrument.
  - Once children have responded, show them the instrument and play it. Then tell them the name of the instrument.
- **Display** the virtual instruments slide.
- **Remind** children that each instrument has a specific tone color, or sound.
- **Ask** volunteers to take turns clicking on an instrument to hear the sound.
- **Encourage** them to try clicking a vegetable rhythm pattern on a chosen virtual percussion instrument.

**PROGRESS**

**CHECKPOINT**

**Informal Assessment**

Ask children to play one pattern they created with an instrument of their preference. Observe the

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.

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

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**

**We are learning these**

**songs:**

- "Jack, Be Nimble," p. 72

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

**Section 2: Unit 5: Lesson 1: Sing Chord Roots**

**Standards**

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

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

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

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

**Objectives:**

- Read I-V chord roots in a major key.

**Lesson / Instruction**

**READ | Mi gallo**

**Basic Skills:**

1. **Dribbling:** Using 1 hand to repeatedly bounce the ball
2. **Passing:** Throwing the ball to another player
  - Chest Pass
  - Bounce Pass
  - Overhead Pass
3. **Catching:** Receiving the ball

**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, hold upper body straight

**Go Fitness: Mighty**

**Muscles: Strength**

**Activities (10 min)**

**Materials:** Cones and Tape, Mats

1. Mighty Muscles Strength Stations (Card 135-137) and various Mighty Muscle Task Cards

**Go Activity: Dribbling &**

**Passing (hands)**

**Activities (10 min)**

**Materials:** 1 ball per student

1. Ball-Handling Skills (Card 222)

**Cool-down: (5 min)**

1. Simon Says (Card 5)

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

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

**Throwing & Catching Activities**

**Standards**

**2.PE.1** Perform basic locomotor, nonlocomotor, and



different ways children explore instrument sounds. Encourage children to talk about their pattern and instrument preferences.

**Optional Reteaching**

If children have difficulty identifying the tone color of instruments, use the glossary of instruments slides found in Resources.

**WRAP UP**

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

**Interactive**

- Have children recall that they explored the sound of different instruments. Invite them to form a line at the end of class as you improvise on the drum.

**SCHOOL TO HOME**

**SONG ANTHOLOGY |**

**Grade PreK: Document**

- We are learning the song "I Like Spinach," p. 29.

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

**Section 2: Unit 1:  
Lesson 3: Read and Listen for So and Mi**

**Standards**

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

**Objectives:**

- Read and sing so and mi; identify so and mi in an orchestral selection.

**Lesson / Instruction**

**READ / SING | Cuckoo, Where Are You?**

**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**

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. Hot Feet (Card 77)

**(25 min) Go Activity:**

**Basketball: Skill**

**Development Activities**

**Materials:** 1 polyspot and basketball per student

1. Georgia Brown - Passing Challenge (Card 375-376)

**(5 min) Cool-down**

1. Simon Says

**CONCEPT OVERVIEW | S2U5L1: Sing Chord**

**Roots: Interactive**

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

**SONG ANTHOLOGY | Grade 5: Document**

**Have students:**

- Use the notation on Song Anthology p. 168 to identify the meter signature of "Mi gallo." (2/4)
- Read the English words of the song in rhythm.

**iPRONUNCIATION | Mi gallo (My Rooster):**

**Interactive**

**Have students:**

- Listen to the pronunciation for "Mi gallo" to learn the Spanish words.
- Read the Spanish words of the song in rhythm.

**PITCH SOUNDS AND**

**SYMBOLS: Interactive**

- **Use the Settings** button on this slide to choose Scale = major and Pitch for do = F.
- **Deselect** ti do | and select so | and ti | in the Pitch Syllables column.
- **Invite students to explore** clicking the pitch syllable names below the staff to hear each pitch sung, in any order, and to practice singing along using the hand signs.

**Have students:**

- Look at Song Anthology p. 168 again to identify the key signature and do. (F major; first space)
- Sing "Mi gallo" with pitch syllables.

**iSONG | Mi gallo:**

**Interactive**

- Invite students to sing "Mi gallo" with the words.

**ANALYZE | Chord Roots and Pitch Syllables**

**ACTIVITY | S2U5L1: I and V Chords: Interactive**

**Have students:**

- Read the scale at the top of the slide.
- Find the notes that have a chord stacked above them. (F and C)
- Name the roots for the I and V chords. (F and C)
- Identify the pitch syllable for the root of each chord. (do and so)

**PLAY | Chords**

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 safely in physical activity settings.

**2.PE.18** Compare physical activities that



**CONCEPT OVERVIEW | S2U1L3: Read and Listen for So and Mi: Interactive**

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

**ACTIVITY | S2U1L3: Cuckoo, Where Are You?: Interactive**

- Introduce the song to practice quarter notes and eighth notes.
- Play the animation and have students follow the highlighting bird heads, noting that there are two sounds to a beat when there are two bird heads over a beat bar.
- Play the animation again and ask students to follow it using so-mi hand signs for high-low birds.

**iSONG | Cuckoo, Where Are You?: Interactive**

**Have students:**

- Read and clap** the rhythm, using syllables of your choice for quarter notes and eighth-note pairs.
- Say** the words in rhythm.
- Find** so and mi on the staff, and listen to the notes A and F# played on a pitched instrument. (If using the Virtual Mallet Percussion slide, click the arrow above the F bar to change it to F#.)
- Sing** "Cuckoo, Where Are You?" in rhythm with hand signs and pitch syllables, then with the words.
- Play the game.** (See **MOVEMENT | Game for Cuckoo, Where Are You?**, below)

**Game: "Cuckoo, Where Are You?"**

- Two players: one is "it," the other is the "cuckoo."
- "It" closes his or her eyes as cuckoo hides.
- All sing the song with the hiding cuckoo singing the solo part.
- "It" must find cuckoo before the song has been sung three times.
- The cuckoo may improvise different solo words, such as Can't find me or Getting warm.

**iLISTENING MAP | Im Krapfenwaldl (In Krapfen Woods): Interactive**

- Have students listen to "Im Krapfenwaldl" and raise a hand to an ear each time they hear the so-mi cuckoo call.

**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 teacher-directed activities.

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

**PLAYALONG | S2U5L1:**

- Mi gallo: Interactive**
- Arrange resonator bells into two chords, F A C and C E G. (Alternatively, have students share or use multiple keyboards.)

**VIRTUAL INSTRUMENTS**

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

**VIRTUAL Mallet**

**PERCUSSION | Orff Mallet Percussion (Xylophones,**

**Metallophones, and Glockenspiels): Interactive**

- Have volunteers play the chords as the class sings "Mi gallo."

**SING | Chord Roots**

**Have students:**

- Look at Song Anthology p. 168 again.
- Notice the chords indicated above the vocal line of "Mi gallo" (F and C) and identify their roots. (F and C)
- Sing the words of the song in rhythm, but only on the chord roots (following the notation, or your hand signs).
- Sing the song in unison.

**Have students:**

- Read the second part on the Playalong slide and practice singing it.
- Switch parts and perform the two-part version with the ostinato again.
- Work up to a four-part performance with three-part canon and ostinato.

**MOVEMENT | Creative Movement**

**Creative Movement: Mi gallo**

- Have students form three groups.
- Have each group create movement for one-third of the canon.
- Encourage them to include integrated movements, such as hands and feet moving together.

**For example:**

Lines 1 and 2: Eight step-claps forward.

Lines 3 and 4: Four step-snaps in a circle to the right, repeat to the left.

Lines 5 and 6: Eight step-claps back.

- Have students sing the song as a three-part canon with their chosen movement.

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)**

- 3 Laps around Gym
- 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, hold upper body straight

**Go Fitness: Mighty**

**Muscles: Strength**

**Activities (10 min)**

**Materials:** Cones and Tape, Mats

- Mighty Muscles Strength Stations (Card 135-137) and various Mighty Muscle Task Cards

**Go Activity: Dribbling &**

**Passing (hands)**

**Activities (10 min)**

**Materials:** 1 ball per student

- Ball-Handling Skills (Card 222)



- Ask them to count the number of cuckoo calls as they hear them. (8 times in each A section and 6 in the coda)
- Guide students to follow the form chart as they listen again.

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

**Section 2: Unit 4:  
Lesson 7: Listen for  
Minor**

**Standards**

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

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

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

**READ | Minor Theme  
CONCEPT OVERVIEW |  
S2U4L7: Listen for Minor:  
Interactive**

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

**ACTIVITY | S2U4L7: Minor  
Theme: Interactive**

**Have students:**

- Read about the composition and the theme.
- Note the meter signature and recall other symbols and terms they have learned referring to compound meter. (6/8)
- Clap or pat the rhythm of the theme.
- Identify do. (G, on line 2)
- Find the pitches in the theme. (B, E, F#, G, A,

**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.
- 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

**MUSIC SKILLS | Notate,  
Play, Improvise**

**RESOURCE MASTERS|**

**Grade 5: Document**

- Notate For practice notating chords and composing with chord pitches, have students use **Resource Master R+18, p. 128.**

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

**Play**

- Have students use the Virtual Guitar or Bass to play the F and C chords or chord roots.
- The pattern FFCF repeats throughout the song. Play on the downbeats or improvise an appropriate rhythm.

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

**Improvise**

- Have students improvise percussion parts for "Mi gallo."
- They might also play the clave ostinato heard on the recording.

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,

**Cool-down: (5 min)**

1. Simon Says (Card 5)

Practice Time 2:45pm - 3:30pm



- B, C; mi | , la | , ti | , do, re, mi, fa )
- Discover the key of the theme. (E minor— it ends on E, la )
  - Sing the theme with pitch syllables.

**NOTATE | Minor**

**Melodies**

**RESOURCE MASTERS|**  
Grade 5: Document

**Have students:**

- Sing the theme again.
- Reproduce the same extended diatonic melody using instruments.
- Use **Resource Master R-17, p. 127**, to write their own extended diatonic melodies using standard staff notation. Working with a partner, assess each other's melodies: perform their own and reproduce their partner's melodies, then discuss the tonality.

**LISTEN | The Moldau**

iLISTENING MAP | The Moldau from Má Vlast (My Country): Interactive

- Explain to the class that this selection is an example of program music and it was written to evoke images of a major river in the Czech Republic, the Moldau.

To help them follow the iListening map, have students count the sections pictured at the bottom left and realize that the arrow on the right directs them to follow the second row of sections from right to left.

The sections on the iListening map represent these events:

1. two springs that begin two streams;
2. the two streams coming together;
3. a hunter's horn calls;
4. a wedding;
5. moonlight and water sprites;
6. the river reflecting a castle;
7. rapids;
8. the city of Prague;
9. the Moldau River joins the Elbe River;
10. the river flows away into the distance.

**Have students:**

- Study the illustrations on the iListening map.

- 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. Hot Feet (Card 77)

**(25 min) Go Activity:**

**Basketball: Skill**

**Development Activities**

**Materials:** 1 polyspot and

basketball per student

1. Georgia Brown -

Passing Challenge

(Card 375-376)

**(5 min) Cool-down**

1. Simon Says

**Materials / Resources / Technology**

Practice Time 2:45pm - 3:30pm

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.



- Listen to "The Moldau" and follow the map, noticing how the music creates pictures in their minds and how each section differs.
- Focus mainly on the sentences on the upper left, reading the questions on the right only as they are able, to help them put their ideas into words.
- Describe how the illustrations of the river connect the musical sections.
- Discuss what this might indicate about the selection. (The selection is about a river; there will be musical elements in common between the sections.)
- Note that the melody hints at major but does not fully change to major for the first time until the third section.
- After listening, ask students to summarize what they heard in each section and how it helped them picture each scene.

**MUSIC SKILLS | Listen**

**Listen** Use these additional activities with the listening map for "The Moldau."

**Style** Play the iListening map again. This time, have students interact with the questions on the right of the screen. Students are asked to describe melodic contour and dynamics, to identify tone color and articulation, and to identify whether certain sections are in major or minor. (These activities may be more effective if each student has an individual workstation. If using with a group, consider pausing the map in order to discuss and answer the questions.)

**Rhythm** During the second, seventh, and tenth sections, students may tap the notated rhythm of the theme along with the music. Point out each time the notation appears at the top right, bringing students' attention to the meter signature. Observe students while they tap the rhythms to make sure they

**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 overhead 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. Hot Feet (Card 77)

**(25 min) Go Activity:**

**Basketball: Skill**

**Development Activities**

**Materials:** 1 polyspot and basketball per student

1. Georgia Brown - Passing Challenge (Card 375-376)

**(5 min) Cool-down**

1. Simon Says



are reading them accurately.

**Form** After students have had more than one opportunity to listen and follow the map, use the Audio Only button and have them identify when each section of the selection starts without the aid of the animation.

**HISTORY AND CULTURE**

**| Bedřich Smetana**

**Bedřich Smetana** "The Moldau" is the second section of a suite Bedřich Smetana (1824–1884) composed and dedicated to his homeland, Czechoslovakia, now called the Czech Republic. The entire suite is called Ma Vlast (My Country). Smetana composed it in 1874, during an unhappy part of his life. At that time, he was not favored by the critics and was seeking a cure for his deafness, without success. Smetana was present at the successful first performance of this piece. "The Moldau" has lasted as a standard of orchestral repertoire since then.

Share with students some ways to identify and describe music of Smetana's period. If possible, have them compare this selection with others of the same period, such as those by Tchaikovsky, Grieg, or Dvořák in the Grade 5 course.

Recess 2:30pm - 2:45pm

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

**Section 2: Unit 1:  
Lesson 1: Basic  
Pitches and  
Rhythms**

**Standards**

**MU:Pr4.2.6b** When analyzing selected music, read and identify by name or

**Materials /  
Resources /  
Technology**

Recess 2:30pm - 2:45pm

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

**Section 2: Unit 1:  
Lesson 2: Practice  
with Pitches and  
Rhythms**

**Standards**

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

**MU:Cr2.1.6a** Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and 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:Pr4.2.6b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.



function standard symbols for rhythm, pitch, articulation, and dynamics.

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

**Objectives:**

- Read a song with do, re, mi, and basic rhythms.

**Lesson / Instruction**

*Students have been using the 5th grade curriculum thus far to gain basic music concepts that were not taught at the 6th grade level. They are now ready to proceed with 6th grade content and we will begin with music theory concepts in order to ready them for band instrument playing next year.*

**READ | Good News**

**CONCEPT OVERVIEW | S2U1L1: Basic Pitches and Rhythms: Interactive**

- Give students an overview of the lesson.

**ACTIVITY | S2U1L1: The Underground Railroad: Interactive**

- Tell students they will read a song that may have been sung by enslaved Africans trying to escape to the North.
- Have them read about the Underground Railroad.

**ACTIVITY | S2U1L1: Read Rhythms in Meter in 4: Interactive**

- Have students read about, describe, and

**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.

**Objectives:**

- Read a song with basic pitches, rhythms, and slurs.

**Concept:**

- Melody
- Rhythm

**Lesson / Instruction**

**READ | Roll de Ole Chariot Along**

**CONCEPT OVERVIEW | S2U1L2: Basic Pitches and Rhythms: Interactive**  
**SONG ANTHOLOGY | Grade 6: Document: Song Anthology p. 246 (PRINT FOR STUDENTS)**

**Have students:**

- Read an African American spiritual.
- Identify the meter and find the half notes in the refrain using **Song Anthology p. 246.** ( 4/4 ; mm. 1, 3, 5, 8)
- Work in two groups, with one group reading and clapping the rhythm of the refrain and the other group patting the beat. Use a clap-circle motion for half notes.
- Switch roles and repeat.
- Read about the order of the song in the student text, trace the song with their fingers in the Song Anthology, and identify the basic form. (Refrain to first ending; verse; refrain to second ending; verse; refrain to third ending. ABABA or ABA form)
- Read the words of the song in rhythm.

**Have students:**

- Find do and identify the pitches in the song. (first space; do, re, and mi; F, G, and A)
- Sight-read the song with pitch syllables and hand signs.



clap the basic rhythms, then find them in the song. (Use Song Anthology p. 104 to see the complete song.)

**SONG ANTHOLOGY |**  
**Grade 6: Document**

- **Have students identify** the meter and review its meaning. (4/4 = 4 beats per measure, quarter note gets one beat)
- **Have students work in groups**, with one group saying and clapping the words in rhythm and the other group patting the beat; switch and repeat.

**PITCH SOUNDS AND SYMBOLS: Interactive**

**Have students:**

- **Practice** G A B/ do re mi on the staff with Pitch Sounds and Symbols. (Select the pitches G A B. Show the pitch syllables, letter names, hand signs, and/or the staff.)
- **Identify** do, re, and mi on the staff.
- **Echo** you as you sing do-re-mi (G-A-B) patterns. (You may play them on the slide also.)

**iSONG | Good**

**News: Interactive**

**Have students:**

- **Find** lines in "Good News" with the same melody. (1 and 3)
- **Sing** the song with pitch syllables and hand signs then with the words.
- **Review** accents and observe them as they sing.

**Have students:**

- **Listen to** and sing "Good News" with the recording.
- **Sing** "Good News" with the recorded accompaniment

**MUSIC SKILLS | Analyze**

**ACTIVITY | Circle of**

**Fifths: Interactive**

**Circle of Fifths**

- **Have students investigate** the Circle of Fifths to find the key of "Good News."
- **Have them find** the key signature of "Good News" in the blue circle and click on it.
  - This will highlight a wedge with information related to the key signature.

- **Then sing** the song expressively with the words.
- **Find the slurs** in the song (mm. 2, 4, 6 of verse; mm. 2, 4, 6 of refrain) and review their meaning. (Slurs show where a word or syllable is sung on more than one pitch.)
- **Sing the song** expressively with one or a few students singing each verse.
  - *Use proper standing or sitting posture and accurate pitch and rhythm.*

**MUSIC SKILLS | Read,**

**Write**

**PITCH SOUNDS AND SYMBOLS: Interactive**

**Read:**

- **Reinforce** reading the pitches do, re, mi and F, G, A using Pitch Sounds and Symbols.
- **Set up** the slide to the pitches F, G, A in the key of F
- **Review** the pitch syllables, letter names, hand signs, and pitches on the staff.

**RESOURCE MASTERS |**

**Grade 6: Document:**

**Write** (Write your own melody in quarter notes, eighth notes, and do, re, mi in the key of C using **Resource Master R-1 page 109**)

- **Have students practice** writing their own melody of quarter notes, eighth notes, and do, re, mi in the key of C
- **Have students work in pairs** to organize a longer piece based on the ABA form of "Roll de Ole Chariot Along" earlier in the lesson.
- **Encourage** them to test alternatives and to revise their melodies to include a clear beginning, contrasting middle, and final ending.

**HISTORY AND CULTURE**

**| Speech Patterns in Spirituals**

**Speech Patterns in Spirituals** Many spirituals reflect the speech patterns of people whose native languages were African. There are sounds in English such as *th* that do not exist in African languages and can therefore be difficult to pronounce. In the case of



- The green circle tells the number of sharps or flats.
- The yellow circle tells the major key.
- The red circle tells the minor key.
- **Have students look** at the pitches in the song and determine if the song is G major or E minor.
- **Point out** that as you go clockwise around the circle, each key is a fifth away from the last one.

**PLAY | Parts for Good**

**News**

**VIRTUAL RECORDER |**

**Recorder Fingerings:**

**Interactive**

**VIRTUAL WIND**

**INSTRUMENTS |**

**Woodwinds (Recorder,**

**Flute, Oboe, Clarinet,**

**and Bassoon):**

**Interactive**

- **Invite students to play** "Good News" on the Virtual Wind Instruments (using the keyboard) **USE THE iSONG | Good News: Interactive ABOVE**
- **Use the VIRTUAL RECORDER | Recorder Fingerings: Interactive** slide to see a recorder fingering chart and hear the pitches. Select G A B.

**GUITAR | Grades 6-8:**

**Documents (Guitar G•2**

**p. 5) (Guitar G•10 p. 29)**

**PRINT!**

- **Introduce** students to a guitar accompaniment to "Good News" in the key of C. (See **Guitar G•2 p. 5** for an easy C and easy G chord accompaniment.)
- **Show and explain** to students the chords and strumming patterns on the guitar
  - **Have students look at Guitar G•10 p. 29** for a guitar strum pattern for the C and G

"Roll de Ole Chariot Along," *the* becomes *de* and *mother* becomes *mudder*.



chord  
accompaniment.

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

- **Have some students** work with **C** and **G** **chords** on Virtual Guitars
  - **Click on** the chord symbol to get a strum.

**ADDITIONAL  
RESOURCES**

**RESOURCE MASTERS |  
Grade 6: Documents**

- Use these additional resources in **Resource Masters R•25–R•30 pp. 133–138** to reinforce beat, rhythm, and pitch.
  - Beat Bars
  - Pitch Ladder
  - Curwen Hand Signs
  - Pitch Stairs
  - Note Values
  - Scale Brackets

**Materials /  
Resources /  
Technology**

**Instruments:**

- Recorder or other melody instrument
- Guitar G•2 (Introduction to Chords)
- Guitar G•10 (Flashy Splashy Chords)
- Resource Masters R•25–R•30 (Beat Bars, Pitch Ladder, Curwen Hand Signals, Pitch Stairs, Note Values, Scale Brackets)