




Monday 02/24/2025	Tuesday 02/25/2025	Wednesday 02/26/2025	Thursday 02/27/2025	Friday 02/28/2025
School Day 107	School Day 108	School Day 109	School Day 110	School Day 111
Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	 Ramadan (first day)
Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am
<b>SONGWRITING ONLY UNTIL COMPLETE (DUE FRIDAY, MARCH 14th)</b>	<b>SONGWRITING ONLY UNTIL COMPLETE (DUE FRIDAY, MARCH 14th)</b>	<b>SONGWRITING ONLY UNTIL COMPLETE (DUE FRIDAY, MARCH 14th)</b>	<b>SONGWRITING ONLY UNTIL COMPLETE (DUE FRIDAY, MARCH 14th)</b>	<b>SONGWRITING ONLY UNTIL COMPLETE (DUE FRIDAY, MARCH 14th)</b>
<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Standards</b>
<b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	<b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	<b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	<b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	<b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
<b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.	<b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.	<b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.	<b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.	<b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
<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.	<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.	<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.	<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.	<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.
<b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.	<b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.	<b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.	<b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.	<b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.
<b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts	<b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts	<b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts	<b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts	<b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts.
<b>MU:Cr3.1</b> Evaluate and Refine - Evaluate	<b>MU:Cr3.1</b> Evaluate and Refine - Evaluate	<b>MU:Cr3.1</b> Evaluate and Refine - Evaluate	<b>MU:Cr3.1</b> Evaluate and Refine - Evaluate	<b>MU:Cr3.1</b> Evaluate and Refine - Evaluate



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

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

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

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**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

purposes and contexts

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

**MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

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**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.



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

**MU:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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

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

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

**MU:Pr4.2.8a** Compare the structure of contrasting pieces of music selected for performance,

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

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

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explaining how the elements of music are used in each.

**MU:Pr4.1.8a** Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

**MU:Pr4.2.8b** When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

**MU:Pr4.2.8c** Identify how cultural and historical context inform performances and result in different musical effects.

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

**MU:Pr6.1.8a** Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

**MU:Pr6.1.8b** Demonstrate performance decorum (such as

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stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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

**MU:Re7.1.8a** Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

**MU:Re7.2.8b** Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

**MU:Re9.1.8a** Apply appropriate personally-developed criteria to evaluate musical works or performances.

- Finish songwriting projects

**Lesson / Instruction**

- Finish songwriting projects due **MARCH 14**
- Songs must be written as follows:
  - Lyrics written
  - Music written
  - Song is recorded and submitted to me via e-mail by due date

**Materials / Resources / Technology**

**Props for Spring Concert:**

- American flag bandana for Luke's head for the National Anthem
- Rocker's hair

Prep 9:33am - 11:30am

stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**RHYTHM ACTIVITIES #1**

**Standards**

**2.1c** Exhibit a variety

stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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

**MU:Re7.1.8a** Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

**MU:Re7.2.8b** Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

**MU:Re9.1.8a** Apply appropriate personally-developed criteria to evaluate musical works or performances.

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Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**Section 2: Unit 1: Lesson 1: Practice with the Steady Beat**

**Standards**

stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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

**MU:Re7.1.8a** Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

**MU:Re7.2.8b** Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

**MU:Re9.1.8a** Apply appropriate personally-developed criteria to evaluate musical works or performances.

- Finish songwriting projects

**Lesson / Instruction**

- Finish songwriting projects due **MARCH 14**
- Songs must be written as follows:
  - Lyrics written
  - Music written
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Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**RHYTHM ACTIVITIES #1**

**Standards**

**1.PE.1** Perform most basic

creator's intent.

**MU:Pr6.1.8b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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

**MU:Re7.1.8a** Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

**MU:Re7.2.8b** Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

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Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

**"Old Time Rock and**



Lunch 11:30am - 12:15pm

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

**Grade PreK |  
Spotlight on Music:  
Unit 6:  
Transportation:  
Lesson 3: Music  
Can Get Louder and  
Softer**

**Standards**

**MU:Cn10.0.PreKa** D  
emonstrate how  
interests, knowledge,  
and skills relate to  
personal choices and  
intent when creating,  
performing, and  
responding to music.

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

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

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

**MU:Pr4.1.PreKa** Wit  
h substantial  
guidance,  
demonstrate and  
state preference for  
varied musical  
selections.

**MU:Pr4.3.PreKa** Wit  
h substantial  
guidance, explore  
music's expressive  
qualities (such as  
voice quality,

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.

**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

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

**MU:Cr2.1.Ka** With  
guidance, organize  
personal musical  
ideas using iconic  
notation and/or  
recording technology.

**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:Pr6.1.Kb** Perfor  
m appropriately for  
the audience.

**Objectives:**

- Keep a steady beat.

**Concept:**

- Rhythm

**Lesson / Instruction**

**SING | Put Your Finger in  
the Air**

**CONCEPT OVERVIEW |  
S2U1L1: Practice with the  
Steady Beat: Interactive**

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

**iSONG | Put Your Finger in  
the Air: Interactive**

**Have children:**

- Identify the parts of the  
body named in the  
song as you point to  
them. (finger, head,  
nose, chin, cheek)
- Listen to "Put Your  
Finger in the Air" and  
act out the directions  
with you.
- Review the words of  
the song and sing it  
with actions.

**MUSIC SKILLS | Create  
Create**

- Have children create  
new verses by  
choosing other parts of  
the body or other  
objects in the room for  
additional lyrics.
- You supply the  
rhyming words until the  
children are able to do  
so, then sing the new  
verses together.

locomotor,  
nonlocomotor, and  
manipulative skills  
using mature  
patterns.

**1.PE.3** Move in self-  
space.

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

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

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

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

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

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

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

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

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

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

**1.PE.18** Understand  
that challenges in  
physical activities can

**Roll" Choreography  
and Singing**

**Standards**

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

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

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

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

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



dynamics, and tempo).

**MU:Pr5.1.PreKa** With substantial guidance, practice and demonstrate what they like about their own performances.

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

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

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

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

**Objectives:**

- Children will respond to changes in dynamics.

**Lesson / Instruction**

**INTRODUCTION**

**CONCEPT OVERVIEW | S1U6L3: Music Can Get Louder and Softer:**

**Interactive**

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

**LET'S BEGIN | Circle Game**

**POETRY | S1U6L3: One in the Boat: Interactive**

- Guide children to form a circle, using large and small swimming actions to demonstrate varying dynamic levels.
- Invite children to speak the rhyme and play the game, using your dynamics.

Line 1 Child 1 stands in

movements to specific situations.

**2.3i** Demonstrate concepts through movement.

**2.4a** React to participation in daily routines.

**2.4c** Indicate needs and wants.

**2.4d** Take and interest in meeting physical needs.

**2.4e** Participate in healthy routines.

**2.4f** Communicate with an adult when not feeling well.

**2.4g** Participate in bathroom routines with growing independence.

**2.6a** Attempt new large and small motor activities.

**2.6b** Participate in simple movement games.

**2.6c** Initiate active play, exploration, and engagement with the environment.

**2.6d** 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

**REACHING ALL LEARNERS | English**

**Language Learners**

English language Learners

- Invite children who speak other languages to teach their classmates words for different parts of the body in another language. (For example, eyes, nose, or hand.)
- Use these new words to replace finger in the first verse of "Put Your Finger in the Air" and sing the song together with the corresponding actions.

**MOVE | Put Your Finger in the Air**

**ACTIVITY | S2U1L1: Sequence of Verses:**

**Interactive**

**Sing along!**

**Follow the movements.**

- Invite children to sing the song again and imitate you as you perform each of the actions of the song to a steady beat.
  - For example: wave finger in the air on each beat of the first verse.
  - You may wish to use the slide and point to the pictures instead of performing the actions.

**ACTIVITY | S2U1L1: Practice with the Steady Beat: Interactive**

**Have children:**

- Listen as you point to the beat bars and explain that the beat is the steady pulse in a song.
- Explain that in this song the beats are grouped in four and this four-beat pattern repeats over and over until the end of the song.
- Sing and point to the beat bars on the slide for each beat. (Start on the word finger, the first beat of Verse 1.)

**PLAY | The Beat**

- Have children take turns tapping to the beat on unpitched rhythm instruments as the class sings the song.

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

**"I Love Rock and Roll" and "Jump"**

lead to success; and

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- Develop rhythmic movement skills
- Develop cardiovascular fitness
- Have ample opportunities to practice moving to a beat
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up: (10 min)**

1. Go Fish (Card 9)

**Go Fitness:(10 min)**

- Skitter Scatter (Card 13)
- Musical Hoops (Card 65)

**Go Activity: Rhythm**

**Activities (10 min)**

**Materials: Drum**

- Feel the Beat (Card 336)

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

- Partner High 5 Together (Card 12)

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

**"Billie Jean" Orff Orchestra**

**Standards**

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

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

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

**MU:Cr2.1.3a** Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose

**MU:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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

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

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

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

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

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



the center and speaks  
Line 2 Child 1 chooses another player; they speak together  
Line 3 Child 2 chooses a third player; all three speak together  
Line 4 All 3 children pretend to swim downward while speaking  
Line 5 All speakers pretend to swim upward and speak, crescendoing to

- Repeat the game with new players and reverse the dynamic levels.

**IDENTIFY | Louder and Softer**

ACTIVITY | S1U6L3:

Louder and Softer:

**Interactive**

**Review** louder and softer with the interactive slide.

**Invite children to:**

- Listen as you read the direction line.
- Discuss both options and select the answer. (Note: The pages are randomized.)
- Choose the answer.
- Click on the right arrow to the next question. (Continue in the same way with the other three questions.)

**TEACHER TO TEACHER**

**Teaching Tip**

**Teaching Tip:** Louder and Softer Help children make up musical song stories that get softer (going away) and louder (coming back)—and, consider using the puppet theatre to act the actions.

**LISTEN | Surprise**

**Symphony**

LISTENING | Symphony

No. 94 in G Major

(Surprise), Second

Movement, Andante

(Haydn): **Interactive**

**Display the orchestra slide.**

**Have children:**

- Name the group. (orchestra) (Remind children that an orchestra is a group of musicians who perform music with their instruments. The audience is the group of listeners.)
- Listen as you read the title of the selection on the listening slide; then listen as you read the

familiar people an recognize the difference between familiar people and strangers.

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

**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 rhythmic movement skills
- Develop cardiovascular fitness
- Have ample opportunities to practice moving to a beat
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up: (10 min)**

- Go Fish (Card 9)

**Go Fitness: (10 min)**

- Skitter Scatter (Card 13)
- Musical Hoops (Card 65)

**Go Activity: Rhythm**

**Activities (10 min)**

**Materials:** Drum

- Feel the Beat (Card 336)

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

- Partner High 5

**Choreography and Vocals**

**Standards**

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

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

**MU:Cn10.0.5a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

**MU:Cr1.1** 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:Cr1.1.5a** Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific

and context.

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

**MU:Cr3.1.3a** Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

**MU:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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

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

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

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

**MU:Pr4.2.3a** Demonstrate understanding

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

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

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

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

**MU:Re7.2.1a** With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

**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.

**Objectives:**

- Students will learn choreography and lyrics for Spring Concert song

**Lesson / Instruction**



direction line.

- Listen for the surprise. (Suggestion: First play the excerpt 0:00—0:48.)
- Describe the surprise as they move their hands. (music gets louder)
- Listen as you explain that music can get louder and softer.
- Listen again, moving their hands to show the surprise.
- Listen to the rest of the music and signal when the music gets louder and softer.

**HISTORY AND CULTURE**  
**| Franz Josef Haydn**  
**Franz Josef Haydn**  
(1732–1809)

- Was a prolific and important classical-era composer.
- Well liked by his colleagues, and his nickname was "Papa Haydn."
- Helped develop the symphony as a musical form, and it turned out to be one of his favorite forms; he wrote over 100 of them!
- Best-known is probably the "Surprise" Symphony, which contains a musical joke.
  - The opening melody of the second movement is simple and soft, like walking on tip-toes.
  - It is interrupted by a sudden, very loud chord.
  - After that the soft tip-toe music picks up and keeps on going as if nothing has happened.
  - The interruption comes back later to "wake up" the audience.
  - Each time the tip-toe melody returns it is varied a little.
- The "Surprise Symphony" was first performed in London in 1791, conducted by "Papa Haydn" himself.

**LISTEN | A Sailor Went to Sea, Sea, Sea**  
**iSONG | A Sailor Went to Sea, Sea, Sea: Interactive**  
**Say:** "Let's go to sea with a sailor in 'A Sailor Went to Sea, Sea, Sea.'"

**Have children:**

- Listen to the song, mirroring you performing the action sequence: sea, sea,

Together (Card 12)

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

**TENNIS - LESSON #2**

**Standards**

**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.8** Identify the components of health-related fitness.

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

**4.PE.10** Demonstrate responsible behavior in independent group situations.

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

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

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

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

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

purpose and context (such as social, cultural, and historical).

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

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

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

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

**MU:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

**MU:Pr4.2** Analyze - Analyze the structure and context of varied

of the structure in music selected for performance.

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

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

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

**MU:Pr6.1.3b** Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

**MU:Re7.2** Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

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

**MU:Re9.1** Evaluate - Support evaluations

**Students will:**

- Learn the choreography dance for the song Link: [http://youtu.be/SV7HTXQkHYA?si=bK Tq\\_CwFe1X6Qnua](http://youtu.be/SV7HTXQkHYA?si=bK Tq_CwFe1X6Qnua)
- Learn the words for the song for the Spring Concert

**Materials / Resources / Technology**

**Old Time Rock & Roll Song by Bob Seger - 1978**

Just take those old records off the shelf  
I'll sit and listen to 'em by myself  
Today's music ain't got the same soul  
I like that old-time rock 'n' roll  
Don't try to take me to a disco  
You'll never even get me out on the floor  
In ten minutes I'll be late for the door  
I like that old-time rock 'n' roll

**Chorus**  
**Still like that old-time rock 'n' roll**  
**That kind of music just soothes the soul**  
**I reminisce about the days of old**  
**With that old-time rock 'n' roll (oh)**

Won't go to hear 'em play a tango  
I'd rather hear some blues or funky old soul  
There's only one sure way to get me to go  
Start playing old-time rock 'n' roll  
Call me a relic, call me what you will  
Say I'm old-fashioned, say I'm over the hill  
Today's music ain't got the same soul  
I like that old-time rock 'n' roll

**Chorus**  
**Still like that old-time rock 'n' roll**  
**That kind of music just soothes the soul**  
**I reminisce about the**



sea —waving; chop, chop, chop  
—chopping; knee, knee, knee —patting knees; and shoop-bop, shuh-bop —wiggling.

- Sing the song.

**SING | A Sailor Went to Sea, Sea, Sea**  
A Sailor Went to Sea, Sea, Sea (Stereo Mix): **Audio**

**Have children:**

- Explore dynamic levels with their voices to sing the song "A Sailor Went to Sea, Sea, Sea": first verse (softer) to fourth verse (loudest). (Try other variations.)
- Sing the song with the selected dynamic levels. (Use the instrumental version of the song, muting the vocals in the Mixer.)
- Talk about their preferences in the use of dynamics.

**LINKS | Reading**  
ACTIVITY | S1U6L7: The Letter S: **Interactive**  
On the Seaside with the Letters "S"

**Materials:** sand or salt in small containers for each child, construction paper, glue, a large printed version of the words of the song on the board or chart

*The reinforcement of learning letters through visual, aural, and tactile senses can create strong connections for children.*

**Invite children to:** Sing the song.

- Clap their hands on the words sea, sea, sea.
- Sing the song again, patting a partner's hands instead.
- Discuss the shape of the letter "S" on the slide. ("snake-like" appearance)
- Practice the "s" sound.
- Use their finger to follow the shape of the letter "S."
- Distribute construction paper and sand or salt.
- Draw a large "S" with glue on each child's page and have them sprinkle sand or salt on the glue.
- Set aside the sticky papers and return to the song, counting all

and physical activities.

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

**Objectives:**

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**Lesson / Instruction**  
**REVIEW:**  
**A. Ready Position** (also known as the "Home Position") - a preparatory position allowing the player to quickly move in any direction.

1. **"Handshake grip."** Hold the racket with dominant hand.
2. **"Racket throat."** Place the non-dominant hand on the throat of the racket.
3. **"Racket head at the chest."** Prepare the racket to move in any direction.
4. **"Ready feet."** Feet shoulder width apart, weight on the balls of the feet, knees slightly bent, slight forward lean at hips.
5. **"Quick feet."** Shift weight from right to left, ready to move in any direction.

**B. Forehand Stroke**

1. **"Stand side to target."** Point the non-racket shoulder to the target.
2. **"Racket down and back."** Racket head extended back near the foot.
3. **"Step and swing."** Step forward with the front foot and swing from the back foot to front.
4. **"Swing low to high."** Make the racket

musical works and their implications for performance.

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

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

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

**MU:Pr4.1.5a** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

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

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

**MU:Pr4.2.5c** Explain how context (such as social, cultural, and

of musical works and performances based on analysis, interpretation, and established criteria.

**MU:Re7.1.3a** Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

**MU:Re9.1.3a** Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

**Objectives:**

- Learn new song on Orff instruments for Spring Concert
- Each student learns their part of the song
- When confident students work on playing together in sync

**Lesson / Instruction**  
**Students will:**

- Learn their parts of the song from sheet music for the Spring Concert song.
- Decide on costumes and props for the concert

**Music - 4 1:45pm - 2:30pm**  
**"Surfin' U.S.A."**  
**Ukuleles and Vocals**

**Standards**

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

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

**MU:Cn11.0.4a** Demonstrate

days of old  
With that old-time rock 'n' roll (oh)  
Still like that old-time rock 'n' roll  
That kind of music just soothes the soul  
I reminisce about the days of old  
With that old-time rock 'n' roll

**Chorus (partial)**  
Still like that old-time rock 'n' roll  
That kind of music just soothes the soul  
I reminisce about the days of old  
With that old-time rock 'n' roll (hey)

**Chorus (partial)**  
Still like that old-time rock 'n' roll  
That kind of music just soothes the soul  
I reminisce about the days of old  
With that old-time rock 'n' roll

**Coda**  
Still like that old-time rock 'n' roll

**Notes / Reflection**  
**Costumes and Props:**

- White oxford shirt and white crew socks
- Guitars and Saxophones

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



the "S"s.

- When the papers are dry, children can touch their "S" for additional sensory reinforcement.

**PLAY | Louder and Softer**

**Invite children to:**

- Sit on the floor in a circle.
- Echo-say lines 1 and 2 of the rhyme below, while patting with the beat
- Echo-say lines 3 and 4 of the rhyme, while "tickling" their thighs. (Then distribute hand drums.)
- Mirror you using one or two open hands with the fingers together, touching the drum and pulling hands up rather than pushing down on the drumhead.
- Mirror you using fingers to "tickle" the drumhead for a soft, scratching sound.
- Echo-play the first two lines of the speech piece.
- Echo-play lines 3 and 4, drumming with the tip of their fingers.
- Play hand drums as you say the rhyme below.
- Play the four lines of the speech piece loudly, then softly.

**REACHING ALL LEARNERS | Inclusion**

**Inclusion:** Playing Hand Drums It is important that children practice playing softly on their laps before transferring to drums. Many children will play with hard strikes on the drum. Let them experience making both loud and soft sounds on the drum, stopping when you give a signal, such as bringing both hands together. Let individuals or small groups demonstrate playing soft sounds by "tickling" the drum, then demonstrate controlled loud sounds using the whole hand or both hands.

**REACHING ALL LEARNERS | Gifted and Talented**

**Gifted and Talented:** Playing Loudly and Softly Once children are able to play with the entire four lines of "Play the Drum" loudly and softly, have them try to play the first

head start low and finish high.

- "Reach to the front."** Contact the ball near the front foot.
- "Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.

**C. Backhand Stroke**

- "Stand side to target."** Point the racket shoulder to the target.
- "Racket, across, down and back."** Racket head pulled across the body and extended back near the foot. Use either one or two hands to hold the racket.
- "Step and swing."** Step forward with the front foot and swing from the back foot to front.
- "Likeknight."** Swing your racket like a knight would unsheathe a sword - keep the racket head low and finish high.
- "Reach to the front."** Contact the ball near the front foot.
- "Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.

**D. Volley**

- "Ready position close to the net."** Stand about 6-8 feet from the net or target in ready position.
- "Racket high."** Lift the racket head up and slightly to the side - strings above the wrist.
- "Slight side to target."** Turn slightly toward the net or target.
- "Short back swing."** Draw the racket back just a bit.
- "Push and step."** Step with front foot as you punch or block the ball with your racket (not a full swing).

historical) informs performances.

**MU:Pr4.3.5a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

**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.

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

**MU:Re7.2** Analyze - Analyze how the structure and context of varied musical

understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**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:Cr1.1.4a** Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

**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:Cr2.1.4a** Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

**MU:Cr2.1.4b** Use standard and/or

1:45pm

**RHYTHM ACTIVITIES #1**

**Standards**

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

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

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

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

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

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

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

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

**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



two lines loudly and the last two lines softly. Have them try out a few different arrangements of dynamics and decide which ones they like the best.

**LINKS | Art**

**I Saw a Ship A-Sailing:**  
*Boat-building activity*

**Materials:** blunt-nosed scissors; waxed milk cartons (pint or quart size); lightweight paper or pieces of fabric; straw or stick; modeling dough or play clay; sink, bathtub, dishpan, or outdoor wading pool with water

This boat-building activity can help children gain practice following directions while they learn more about science and the wind.

For the body of the boat, cut the top of the milk carton off the base, leaving only the bottom with sides that are about three inches tall. For a sail, have them fasten paper to a stick or straw, then set it in place by sticking it into a piece of clay or modeling dough in the bottom of the milk carton. The boats are ready for their voyage in the water. Show the children how to blow on the sail and watch how the boat moves through the water. Talk with the children about real sailboats and what makes them move.

**PROGRESS CHECKPOINT**

**Informal Assessment**

Have children sing the first verse of "A Sailor Went to Sea, Sea, Sea," softer and the second verse louder. Observe the ways children show different dynamics.

**Optional Reteaching**

If children have difficulty singing softer and louder, have them whisper the title of the song and then say again it louder. Encourage them to think about the voice used

6. **"Firm wrist follow through."** Keep the wrist firm and follow through in direction of ball placement.

**Safety**

- Distribute polypots to define each student's individual self-space.
- Have students practice hugging their racket when a stop signal is given.
- Require students to stop striking if they move from their poly spot and to walk when retrieving stray balls.

1. Teach and practice a stop-and-start signal.
2. Provide adequate space for each student.
3. Prohibit excessive swinging.

**GO ACTIVITY: Tennis:**  
Skill Development Activities

**NAME OF ACTIVITY:**  
**Doubles (Partner Racket Skills) (CARD 562 -564)**

**EQUIPMENT:** plastic paddle or tennis racket, tennis ball, beanbag, and poly spot *per pair*  
**SKILL THEME(S):** striking with short-handled paddles

**SPORT SKILLS &**

**STRATEGY:** racket control and grip, forehand/backhand striking, quick feet

**ORGANIZATION:**

- Pairs are scattered, each with a racket and tennis ball. 2.
- Or use grid formation (see card 626).

**DESCRIPTION:**

**A. Quick Feet**

- Pairs face each other 3-4 feet apart.
- Students balance the racket with the racket head touching the ground.
- On signal, partners exchange places attempting to catch their partner's racket before it falls.
- Score one point for each racket caught.

**NOW TRY THIS:**

1. Increase the distance between partners.
2. Play "Triangle Quick Feet," adding another student to make a group of three.

**B. Rally Roll**

- Pairs face each other 5-6 feet apart.
- Using the racket head, partners roll the ball

works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

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

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

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

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

**MU:Re8.1.5a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used

iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

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

**MU:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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

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

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

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

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
- Develop rhythmic movement skills
- Develop cardiovascular fitness
- Have ample opportunities to practice moving to a beat
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up: (10 min)**

1. Go Fish (Card 9)

**Go Fitness:(10 min)**

1. Skitter Scatter (Card 13)
2. Musical Hoops (Card 65)

**Go Activity: Rhythm Activities (10 min)**

- Materials:** Drum
1. Feel the Beat (Card 336)

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

1. Partner High 5 Together (Card 12)

Recess 1:45pm - 2:00pm

PE - 2:00pm - 2:45pm

**RHYTHM ACTIVITIES #1**

**Standards**

**2.PE.1** Perform



(whispering—softer;  
calling—louder).

**WRAP UP**

- **Guide children** to recall that they can sing softer and louder.
- **Invite them to choose** a way to sing the last verse of "A Sailor Went to Sea, Sea, Sea," and then line up to leave the classroom.

**SCHOOL TO HOME**

We are learning the song "A Sailor Went to Sea, Sea, Sea," p. 60.

Also, we listened to a poem POETRY | S1U6L3: One in the Boat: Interactive

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

**"Footloose"  
Choreography and Vocals**

**Standards**

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

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

**MU:Cn11.0.2a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**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

- back and forth.
- Challenge students to see how many consecutive "rally rolls" they can accomplish without a mistake.
- Encourage students to use both forehand and backhand strikes

**NOW TRY THIS:**

1. Increase the distance between partners.
2. Set up 2 cones, 3-4 ft. apart. Partners have to rally roll the ball through the cones to one another. (Balls roll on the ground)

**C. Partner Pancake Pass**

- Partners face each other, 4-5 ft. apart.
- Using the forehand grip, balance the beanbag on the racket, and toss it back and forth to your partner.
- After every 10 successful catches, take one step back and continue the activity.

**NOW TRY THIS:**

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many they can do successfully in 30 seconds.

**D. Partner Drop, Bounce & Balance**

- Partners stand side by side.
- Using a forehand grip, one student balances the tennis ball on their racket then lets the ball drop and bounce.
- Their partner attempts to catch and balance the ball of their racket when it rebounds from the floor.
- Encourage the students to drop the ball from the racket instead of throwing it up in the air.

**NOW TRY THIS:**

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many they can do successfully in 30 seconds.

**E. Pour It On**

- Partners face each other racket length apart.
- Using the forehand grip, one student balances the tennis ball on their racket and attempts to "pour" the ball onto their partner's racket.
- Score one point for each time the ball is poured without falling off a racket.

**NOW TRY THIS:**

in performers' and personal interpretations to reflect expressive intent.

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

**Objectives:**

- Work on Spring Concert preparation

**Lesson / Instruction**

**Spring Concert**

**Preparations:**

- Work on vocals with students
  - Warm Up
  - Watch the music videos again so students can see their singing parts
- Begin work on set for stage

**Materials / Resources / Technology**

<b>Jump Song by Van Halen · 1984</b>	<b>I Love Rock 'n' Roll by Joan Jett &amp; the Blackhearts · 1981</b>
I get up, and nothin' gets me down You got it tough, I've seen the toughest around And I know, baby, just how you feel You got to roll with the punches to get to what's real Ah, can't you see	I saw him dancin' there by the record machine I knew he must've been about 17 The beat was goin' strong Playin' my favorite song And I could tell it wouldn't be long 'Til he was with me, yeah, me And I could

form) in music selected for performance.

**MU:Pr4.2.4b** When analyzing selected music, read and perform using iconic and/or standard notation.

**MU:Pr5.1.4a** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

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

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

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

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

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

**MU:Re8.1.4a** Demo

basic locomotor, nonlocomotor, and manipulative skills in mature patterns.

**2.PE.2** Perform rhythmic activity with correct response to simple rhythms.

**2.PE.4** Combine locomotor skills in general space to a rhythm or beat.

**2.PE.6** Describe physical activities outside health enhancement class.

**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



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

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

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

**MU:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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

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

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

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

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many "pours" they can accomplish in a designated amount of time, e.g., 15-30 seconds.

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

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

**TENNIS - LESSON #2**

**Standards**

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

**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.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.

**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.

me standin' here? I've got my back against the record machine I ain't the worst that you've seen Ah, can't you see what I mean?

**Chorus:**  
Ah, might as well jump (jump)  
Might as well jump Go ahead and jump (jump)  
Go ahead and jump

Hello, hey you Who said that? Baby, how you been? You say you don't know You won't know until you begin

So can't you see me standing here? I've got my back against the record machine I ain't the worst that you've seen Ah, can't you see what I mean?

**Chorus**  
Ah, might as well jump (jump)

tell it wouldn't be long 'Til he was with me, yeah, me, singin'

**Chorus:**  
I love rock 'n roll  
So put another dime in the jukebox, baby I love rock 'n roll  
So come and take your time and dance with me  
Ow!

He smiled, so I got up and asked for his name "That don't matter", he said, "'Cause it's all the same" Said, "Can I take you home where we can be alone?"

And next, we were movin' on, he was with me, yeah, me Next, we were movin' on, he was with me, yeah, me, singin'

**Chorus:**  
I love rock 'n roll  
So put another dime in the jukebox, baby I love rock 'n roll  
So come and take your time

nstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

**Objectives:**

- Learn the ukulele
- Learn specific notes from Spring Concert song.
- Determine if ukelele and singing can be achieved at the same time
- Determine final strumming pattern
- Decide costumes/ props for the concert

**Lesson / Instruction**

**Students will:**

- Work on learning the ukulele and the specific notes of the song that will be played for the Spring Concert.
- Once complete, determine the final strumming pattern that will be chosen to allow for singing as well as playing
- Determine costumes and props for the concert

**Materials / Resources / Technology**

**Ideas for props/**

- costumes:**
- Sunglasses
  - Surfer shorts
  - Surfboards (over the back with a strap)
  - Flip flops
  - White-nose paint (protection from the sun)
  - Shark/Jellyfishfish attached to someone's leg

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 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
- Develop rhythmic movement skills
- Develop cardiovascular fitness
- Have ample opportunities to practice moving to a beat
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up: (10 min)**

1. Go Fish (Card 9)

**Go Fitness:(10 min)**

1. Skitter Scatter (Card 13)
2. Musical Hoops (Card 65)

**Go Activity: Rhythm**

**Activities (10 min)**

**Materials:** Drum

1. Feel the Beat (Card 336)

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

1. Partner High 5 Together (Card 12)

Practice Time 2:45pm - 3:30pm



performance.

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

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

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

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

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

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

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

**MU:Re7.2** Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context

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

**Objectives:**

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**Lesson / Instruction**

**REVIEW:**

**A. Ready Position** (also known as the "Home Position") - a preparatory position allowing the player to quickly move in any direction.

- "Handshake grip."** Hold the racket with dominant hand.
- "Racket throat."** Place the non-dominant hand on the throat of the racket.
- "Racket head at the chest."** Prepare the racket to move in any direction.
- "Ready feet."** Feet shoulder width apart, weight on the balls of the feet, knees slightly bent, slight forward lean at hips.
- "Quick feet."** Shift weight from right to left, ready to *move* in any direction.

**B. Forehand Stroke**

- "Stand side to target."** Point the non-racket shoulder to the target.

**and dance with me Ow!**

Said, "Can I take you home where we can be alone?"

Next, we were movin' on, he was with me, yeah, me And we'll be movin' on and singin' that same old song Yeah, with me, singin'

Go ahead and jump  
Might as well jump (jump)  
Go ahead and jump  
Jump

Might as well jump (jump)  
Go ahead and jump  
Get it and jump (jump)  
Go ahead and jump

Jump  
Jump  
Jump  
Jump

**Chorus:**  
I love rock 'n roll  
So put another dime in the jukebox, baby  
I love rock 'n roll  
So come and take your time and dance with me

**Chorus (partial):**  
I love rock 'n roll  
So put another dime in the jukebox, baby  
I love rock 'n roll  
So come and take your time and dance with-

**Chorus (partial):**  
I love rock 'n roll  
So put another dime in the jukebox, baby  
I love rock 'n roll



(social, cultural, and historical) and how creators and performers manipulate the elements of music.

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

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

**MU:Re9.1.2a** Apply personal and expressive preferences in the evaluation of music for specific purposes.

**Objectives:**

- Begin Spring Concert rehearsal

**Lesson / Instruction**

**Have students:**

- Listen to the story behind the song
- Watch an excerpt from the movie regarding the choreography
- Begin working on memorizing the song, followed by creating the choreography to the number

**True Story Details**

In 1898, Elmore City banned dancing.

In 1979, Elmore High School seniors wanted to have a prom, but the ban was still in effect.

Students, including Lisa Rollings and Leonard Coffee, led a charge to change the rule.

The school board eventually changed the rule, with a tiebreaking vote cast by a rancher who said "Let 'em dance".

The town became known for its dance tradition.

**Movie adaptation**

The 1984 movie Footloose

2. **"Racket down and back."** Racket head extended back near the foot.

3. **"Step and swing."** Step forward with the front foot and swing from the back foot to front.

4. **"Swing low to high."** Make the racket head start low and finish high.

5. **"Reach to the front."** Contact the ball near the front foot.

6. **"Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.

**C. Backhand Stroke**

1. **"Stand side to target."** Point the racket shoulder to the target.

2. **"Racket, across, down and back."** Racket head pulled across the body and extended back near the foot. Use either one or two hands to hold the racket.

3. **"Step and swing."** Step forward with the front foot and swing from the back foot to front.

4. **"Likeknight."** Swing your racket like a knight would unsheathe a sword - keep the racket head low and finish high.

5. **"Reach to the front."** Contact the ball near the front foot.

6. **"Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.

**D. Volley**

1. **"Ready position close to the net."** Stand about 6-8 feet from the net or target in ready position.

2. **"Racket high."** Lift the racket head up and slightly to the side - strings above the wrist.

3. **"Slight side to**

So come and take your time and dance with-

**Chorus (partial):**  
I love rock 'n roll  
So put another dime in the jukebox, baby  
I love rock 'n roll  
So come and take your time and dance with-

**Chorus:**  
I love rock 'n roll  
So put another dime in the jukebox, baby  
I love rock 'n roll  
So come and take your time and dance with me

**Notes / Reflection**

**Costumes and Props:**

- Fake guitars
- Leather jackets
- Jean jackets
- Leather pants
- Big Hair/Black Goth Hair
- David Lee Roth clothes (tights)
- Concert t-shirts
- Studded wrist bands
- Mohawks
- Rocker hair

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

**TENNIS - LESSON #2**

**Standards**

**5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of



stars Kevin Bacon and tells the story of a newcomer to a town where dancing has been banned. The movie was inspired by the events in Elmore City. The character Ren may have been a combination of the names of Elmore City students Rex Kennedy and Leonard Coffee.

**Movie Clip:**  
LINK: <http://youtu.be/BdEvuQE6t5c?si=sFaZgZRKUyohpXmr>

**Line Dance Choreography:**  
LINK: <http://youtu.be/JEAI8ZCvrEo?si=FjYsdg3ARbkOQC8F>

**Materials / Resources / Technology**  
Footloose Song by Kenny Loggins · 1984

Been working so hard  
I'm punching my card  
Eight hours, for what?  
Oh, tell me what I got  
I've got this feeling  
That time's just holding me down  
I'll hit the ceiling  
Or else I'll tear up this town

**Chorus**  
*So now I gotta cut loose  
Footloose  
Kick off the Sunday shoes  
Please, Louise  
Pull me off of my knees  
Jack, get back  
Come on before we crack  
Lose your blues  
Everybody cut footloose*

You're playing so cool  
Obeying every rule  
Deep way down in your heart  
You're burning, yearning for some  
Somebody to tell you  
That life ain't passing you by  
I'm trying to tell you  
It will if you don't even try  
You'll get by if you'd only

**Chorus**  
*Cut loose  
Footloose  
Kick off the Sunday shoes  
Ooh-wee, Marie  
Shake it, shake it for me*

- target."** Turn slightly toward the net or target.
4. **"Short back swing."** Draw the racket back just a bit.
  5. **"Push and step."** Step with front foot as you punch or block the ball with your racket (not a full swing).
  6. **"Firm wrist follow through."** Keep the wrist firm and follow through in direction of ball placement.

- Safety**
- Distribute polypots to define each student's individual self-space.
  - Have students practice hugging their racket when a stop signal is given.
  - Require students to stop striking if they *move* from their poly spot and to walk when retrieving stray balls.
1. Teach and practice a stop-and-start signal.
  2. Provide adequate space for each student.
  3. Prohibit excessive swinging.

**GO ACTIVITY: Tennis:**  
Skill Development Activities

**NAME OF ACTIVITY:**  
**Doubles (Partner Racket Skills) (CARD 562 -564)**

**EQUIPMENT:** plastic paddle or tennis racket, tennis ball, beanbag, and poly spot *per pair*

**SKILL THEME(S):** striking with short-handled paddles

**SPORT SKILLS & STRATEGY:** racket control and grip, forehand/ backhand striking, quick feet

**ORGANIZATION:**

- Pairs are scattered, each with a racket and tennis ball. 2.
- Or use grid formation (see card 626).

**DESCRIPTION:**

**A. Quick Feet**

- Pairs face each other 3-4 feet apart.
- Students balance the racket with the racket head touching the ground.
- On signal, partners exchange places attempting to catch their partner's racket before it falls.
- Score one point for

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.7** Actively participate in all activities of health enhancement class.

**5.PE.8** Differentiate between skill-related and health-related fitness.

**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



Whoa, Milo  
Come on, come on, let's go  
Lose your blues  
Everybody cut footloose

Yeah, ooh-oh-oh  
(Cut footloose)  
Yeah, ooh-oh-oh  
(Cut footloose)  
Yeah, ooh-oh-oh  
(Cut footloose)  
Ooh

You've got to turn me around  
(Second) and put your feet on the ground  
(Third) gotta take the hold of all  
(Four) I'm turning it loose

**Chorus**  
Footloose  
Kick off the Sunday shoes  
Please, Louise  
Pull me off of my knees  
Jack, get back  
Come on before we crack  
Lose your blues  
Everybody cut footloose  
(Footloose)

**Chorus**  
Footloose  
(Footloose)  
Kick off the Sunday shoes  
(c'mon, girl)  
Please, Louise  
Pull me off of my knees  
Jack, get back  
Come on before we crack  
Lose your blues

Everybody cut, everybody cut  
Everybody cut, everybody cut  
Everybody cut, everybody cut  
Everybody cut, everybody cut  
(Everybody)  
Everybody cut footloose!

**Notes / Reflection**

- Costume and Prop Ideas:**
- Cowboy Hats
  - Jeans
  - Cowboys Boots
  - Spiked Hair

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

**"I Love Rock and Roll" and "Jump" Choreography and Vocals**

**Standards**

each racket caught.

**NOW TRY THIS:**

1. Increase the distance between partners.
2. Play "Triangle Quick Feet," adding another student to make a group of three.

**B. Rally Roll**

- Pairs face each other 5-6 feet apart.
- Using the racket head, partners roll the ball back and forth.
- Challenge students to see how many consecutive "rally rolls" they can accomplish without a mistake.
- Encourage students to use both forehand and backhand strikes

**NOW TRY THIS:**

1. Increase the distance between partners.
2. Set up 2 cones, 3-4 ft. apart. Partners have to rally roll the ball through the cones to one another. (Balls roll on the ground)

**C. Partner Pancake Pass**

- Partners face each other, 4-5 ft. apart.
- Using the forehand grip, balance the beanbag on the racket, and toss it back and forth to your partner.
- After every 10 successful catches, take one step back and continue the activity.

**NOW TRY THIS:**

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many they can do successfully in 30 seconds.

**D. Partner Drop, Bounce & Balance**

- Partners stand side by side.
- Using a forehand grip, one student balances the tennis ball on their racket then lets the ball drop and bounce.
- Their partner attempts to catch and balance the ball of their racket when it rebounds from the floor.
- Encourage the students to drop the ball from the racket instead of throwing it up in the air.

**NOW TRY THIS:**

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many they can do successfully in 30 seconds.

**E. Pour It On**

- Partners face each

projects.

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

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

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

**Objectives:**

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**Lesson / Instruction**

**REVIEW:**

**A. Ready Position** (also known as the "Home Position") - a preparatory position allowing the player to quickly move in any direction.

1. **"Handshake grip."** Hold the racket with dominant hand.
2. **"Racket throat."** Place the non-dominant hand on the throat of the racket.
3. **"Racket head at the chest."** Prepare the racket to move in any direction.
4. **"Ready feet."** Feet shoulder width apart, weight on the balls of the feet, knees slightly bent, slight forward lean at hips.
5. **"Quick feet."** Shift weight from right to left, ready to move in any direction.

**B. Forehand Stroke**

1. **"Stand side to target."** Point the non-racket shoulder to the



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

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

**MU:Cn10.0.5a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

**MU:Cr1.1** 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:Cr1.1.5a** Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and

- other racket length apart.
- Using the forehand grip, one student balances the tennis ball on their racket and attempts to "pour" the ball onto their partner's racket.
  - Score one point for each time the ball is poured without falling off a racket.

**NOW TRY THIS:**

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many "pours" they can accomplish in a designated amount of time, e.g., 15-30 seconds.

Practice Time 2:45pm - 3:30pm

2. **"Racket down and back."** Racket head extended back near the foot.
3. **"Step and swing."** Step forward with the front foot and swing from the back foot to front.
4. **"Swing low to high."** Make the racket head start low and finish high.
5. **"Reach to the front."** Contact the ball near the front foot.
6. **"Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.

**C. Backhand Stroke**

1. **"Stand side to target."** Point the racket shoulder to the target.
2. **"Racket, across, down and back."** Racket head pulled across the body and extended back near the foot. Use either one or two hands to hold the racket.
3. **"Step and swing."** Step forward with the front foot and swing from the back foot to front.
4. **"Likeknight."** Swing your racket like a knight would unsheathe a sword - keep the racket head low and finish high.
5. **"Reach to the front."** Contact the ball near the front foot.
6. **"Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.

**D. Volley**

1. **"Ready position close to the net."** Stand about 6-8 feet from the net or target in ready position.
2. **"Racket high."** Lift the racket head up and slightly to the side - strings above the wrist.



historical).

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

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

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

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

**MU:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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

3. **"Slight side to target."** Turn slightly toward the net or target.
4. **"Short back swing."** Draw the racket back just a bit.
5. **"Push and step."** Step with front foot as you punch or block the ball with your racket (not a full swing).
6. **"Firm wrist follow through."** Keep the wrist firm and follow through in direction of ball placement.

**Safety**

- Distribute polyspots to define each student's individual self-space.
  - Have students practice hugging their racket when a stop signal is given.
  - Require students to stop striking if they *move* from their poly spot and to walk when retrieving stray balls.
1. Teach and practice a stop-and-start signal.
  2. Provide adequate space for each student.
  3. Prohibit excessive swinging.

**GO ACTIVITY: Tennis:**

Skill Development  
Activities

**NAME OF ACTIVITY:**

Doubles (Partner Racket Skills) (CARD 562 -564)

**EQUIPMENT:** plastic paddle or tennis racket, tennis ball, beanbag, and poly spot *per* pair

**SKILL THEME(S):** striking with short-handled paddles

**SPORT SKILLS &**

**STRATEGY:** racket control and grip, forehand/backhand striking, quick feet

**ORGANIZATION:**

- Pairs are scattered, each with a racket and tennis ball. 2.
- Or use grid formation (see card 626).

**DESCRIPTION:**

**A. Quick Feet**

- Pairs face each other 3-4 feet apart.
- Students balance the racket with the racket head touching the ground.
- On signal, partners exchange places attempting to catch their partner's racket before it falls.



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

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

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

**MU:Pr4.1.5a** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

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

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

**MU:Pr4.2.5c** Explain how context (such as social, cultural, and historical) informs performances.

**MU:Pr4.3.5a** Demon

- Score one point for each racket caught.

**NOW TRY THIS:**

1. Increase the distance between partners.
2. Play "Triangle Quick Feet," adding another student to make a group of three.

**B. Rally Roll**

- Pairs face each other 5-6 feet apart.
- Using the racket head, partners roll the ball back and forth.
- Challenge students to see how many consecutive "rally rolls" they can accomplish without a mistake.
- Encourage students to use both forehand and backhand strikes

**NOW TRY THIS:**

1. Increase the distance between partners.
2. Set up 2 cones, 3-4 ft. apart. Partners have to rally roll the ball through the cones to one another. (Balls roll on the ground)

**C. Partner Pancake Pass**

- Partners face each other, 4-5 ft. apart.
- Using the forehand grip, balance the beanbag on the racket, and toss it back and forth to your partner.
- After every 10 successful catches, take one step back and continue the activity.

**NOW TRY THIS:**

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many they can do successfully in 30 seconds.

**D. Partner Drop, Bounce & Balance**

- Partners stand side by side.
- Using a forehand grip, one student balances the tennis ball on their racket then lets the ball drop and bounce.
- Their partner attempts to catch and balance the ball of their racket when it rebounds from the floor.
- Encourage the students to drop the ball from the racket instead of throwing it up in the air.

**NOW TRY THIS:**

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many they can do successfully in 30 seconds.

**E. Pour It On**



strate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

**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.

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

**MU:Re7.2** Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding:

- Partners face each other racket length apart.
- Using the forehand grip, one student balances the tennis ball on their racket and attempts to "pour" the ball onto their partner's racket.
- Score one point for each time the ball is poured without falling off a racket.

**NOW TRY THIS:**

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many "pours" they can accomplish in a designated amount of time, e.g., 15-30 seconds.

Recess 2:30pm - 2:45pm

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

**"Never Gonna Give You Up"  
Choreography and Vocals**

**Standards**

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

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

**MU:Cn10.0.6a** 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



Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

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

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

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

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

**MU:Re8.1.5a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to

purposes and contexts

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

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

**MU:Cr2.1.6a** 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:Cr3.1.6a** Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

**MU:Cr3.1.6b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

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

**MU:Pr4.3** Interpret - Develop personal interpretations that



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

**Objectives:**

- Work on Spring Concert preparation

**Lesson / Instruction**

**Spring Concert**

**Preparations:**

- Work on vocals with students
  - Warm Up
  - Watch the music videos again so students can see their singing parts
- Begin work on set for stage

**Materials /**

**Resources /**

**Technology**

<b>Jump Song by Van Halen · 1984</b>	<b>I Love Rock 'n' Roll by Joan Jett &amp; the Blackhearts · 1981</b>
I get up, and nothin' gets me down You got it tough, I've seen the toughest around And I know, baby, just how you feel You got to roll with the punches to get to what's real Ah, can't you see me standin' here?	I saw him dancin' there by the record machine I knew he must've been about 17 The beat was goin' strong Playin' my favorite song And I could tell it wouldn't be long 'Til he was with me, yeah, me And I could tell it wouldn't be long

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

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

**MU:Pr4.1.6a** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

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

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

**MU:Pr5.1.6a** Identify and apply teacher-provided criteria (such as correct interpretation of



I've got my back against the record machine I ain't the worst that you've seen Ah, can't you see what I mean?	'Til he was with me, yeah, me, singin'
<b>Chorus:</b> Ah, might as well jump (jump) Might as well jump Go ahead and jump (jump) Go ahead and jump	<b>Chorus:</b> I love rock 'n roll So put another dime in the jukebox, baby I love rock 'n roll So come and take your time and dance with me Ow!
Hello, hey you Who said that? Baby, how you been? You say you don't know You won't know until you begin	He smiled, so I got up and asked for his name "That don't matter", he said, "Cause it's all the same" Said, "Can I take you home where we can be alone?"
So can't you see me standing here? I've got my back against the record machine I ain't the worst that you've seen Ah, can't you see what I mean?	And next, we were movin' on, he was with me, yeah, me Next, we were movin' on, he was with me, yeah, me, singin'
<b>Chorus:</b> Ah, might as well jump (jump) Go ahead and jump Might as well	<b>Chorus:</b> I love rock 'n roll So put another dime in the jukebox, baby I love rock 'n roll So come and take your time and dance with me Ow!

notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

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

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

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

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

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

**MU:Re7.1.6a** Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

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

**MU:Re8.1.6a** Descri



	Said, "Can I take you home where we can be alone?"
	Next, we were movin' on, he was with me, yeah, me And we'll be movin' on and singin' that same old song Yeah, with me, singin'
	<b>Chorus:</b> I love rock 'n roll
well jump (jump)	<b>So put another dime in the jukebox,</b>
Go ahead and jump	<b>baby</b>
Jump	I love rock 'n roll
Might as well jump (jump)	<b>So come and take your time and dance with me</b>
Go ahead and jump	
Get it and jump (jump)	<b>Chorus (partial):</b>
Go ahead and jump	I love rock 'n roll
Jump	So put another dime in the jukebox,
Jump	baby
Jump	I love rock 'n roll
Jump	So come and take your time and dance with-
	<b>Chorus (partial):</b>
	I love rock 'n roll
	So put another dime in the jukebox,
	baby
	I love rock 'n roll
	So come and take your time

be a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

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

- Objectives:**
- Work on Spring Concert song and choreography
  - Discuss other concert responsibilities

- Lesson / Instruction**
- Spring Concert**
- Preparations:**
- Watch the music videos again so students can see their singing parts
  - Vocal warm-up
  - Plan choreography
  - Possible instruments?
  - Discuss other responsibilities
    - Door Greater (hands out Playbills)
    - Ushers
    - Announcing Each Act
    - Lighting
    - Props

**Materials / Resources / Technology**

**Never Gonna Give You Up Song by Rick Astley**  
• 1987

We're no strangers to love  
You know the rules and so do I  
A full commitment's what I'm thinkin' of  
You wouldn't get this from any other guy

I just wanna tell you how I'm feeling  
Gotta make you understand

**Chorus:**  
**Never gonna give you up**



and dance with-

**Chorus (partial):**  
I love rock 'n roll  
So put another dime in the jukebox, baby  
I love rock 'n roll  
So come and take your time and dance with-

**Chorus:**  
I love rock 'n roll  
So put another dime in the jukebox, baby  
I love rock 'n roll  
So come and take your time and dance with me

**Notes / Reflection**

**Costumes and Props:**

- Fake guitars
- Leather jackets
- Jean jackets
- Leather pants
- Big Hair/Black Goth Hair
- David Lee Roth clothes (tights)
- Concert t-shirts
- Studded wrist bands
- Mohawks
- Rocker hair

Recess 2:30pm - 2:45pm

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

**"Never Gonna Give You Up"**  
**Choreography and Vocals**

**Standards**

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

**Never gonna let you down**  
**Never gonna run around and desert you**  
**Never gonna make you cry**  
**Never gonna say goodbye**  
**Never gonna tell a lie and hurt you**

We've known each other for so long  
Your heart's been aching, but you're too shy to say it  
Inside, we both know what's been going on  
We know the game and we're gonna play it

And if you ask me how I'm feeling  
Don't tell me you're too blind to see

**Chorus:**  
**Never gonna give you up**  
**Never gonna let you down**  
**Never gonna run around and desert you**  
**Never gonna make you cry**  
**Never gonna say goodbye**  
**Never gonna tell a lie and hurt you**

**Chorus:**  
**Never gonna give you up**  
**Never gonna let you down**  
**Never gonna run around and desert you**  
**Never gonna make you cry**  
**Never gonna say goodbye**  
**Never gonna tell a lie and hurt you**

We've known each other for so long  
Your heart's been aching, but you're too shy to say it  
Inside, we both know what's been going on  
We know the game and we're gonna play it

I just wanna tell you how I'm feeling  
Gotta make you understand

**Chorus:**  
**Never gonna give you up**



personal experiences to make music.

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

**MU:Cn10.0.6a** 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: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

Never gonna let you down  
Never gonna run around and desert you  
Never gonna make you cry  
Never gonna say goodbye  
Never gonna tell a lie and hurt you

Chorus:  
Never gonna give you up  
Never gonna let you down  
Never gonna run around and desert you  
Never gonna make you cry  
Never gonna say goodbye  
Never gonna tell a lie and hurt you

Chorus:  
Never gonna give you up  
Never gonna let you down  
Never gonna run around and desert you  
Never gonna make you cry  
Never gonna say goodbye  
Never gonna tell a lie and hurt you

#### Notes / Reflection

##### Costumes and Props:

- Blazers (boys)
- Prom dresses girls
- Elbow length gloves
- 80's Big Hair (girls)
- Mulletts (boys hair)
- Fake Microphones



expressive intent.

**MU:Cr3.1.6a** Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

**MU:Cr3.1.6b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

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

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

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

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

**MU:Pr4.1.6a** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.



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

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

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

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

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

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

**MU:Re8.1** Interpret - Support



interpretations of musical works that reflect creators'/performers' expressive intent.

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

**MU:Re7.1.6a** Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

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

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

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

**Objectives:**

- Work on Spring Concert song and choreography
- Discuss other concert responsibilities

**Lesson / Instruction**

**Spring Concert**

**Preparations:**

- Watch the music videos again so students can see their singing parts
- Vocal warm-up
- Plan choreography



- Possible instruments?
- Discuss other responsibilities
  - Door Greater (hands out Playbills)
  - Ushers
  - Announcing Each Act
  - Lighting
  - Props

**Materials /  
Resources /  
Technology**

**Never Gonna Give You  
Up Song by Rick Astley  
· 1987**

We're no strangers to love  
You know the rules and so  
do I

A full commitment's what  
I'm thinkin' of  
You wouldn't get this from  
any other guy

I just wanna tell you how  
I'm feeling  
Gotta make you  
understand

**Chorus:**

**Never gonna give you up  
Never gonna let you  
down  
Never gonna run around  
and desert you  
Never gonna make you  
cry  
Never gonna say  
goodbye  
Never gonna tell a lie and  
hurt you**

We've known each other  
for so long  
Your heart's been aching,  
but you're too shy to say it  
Inside, we both know  
what's been going on  
We know the game and  
we're gonna play it

And if you ask me how I'm  
feeling  
Don't tell me you're too  
blind to see

**Chorus:**

**Never gonna give you up  
Never gonna let you  
down  
Never gonna run around  
and desert you  
Never gonna make you  
cry  
Never gonna say  
goodbye**



Never gonna tell a lie and hurt you

**Chorus:**

Never gonna give you up  
Never gonna let you down  
Never gonna run around and desert you  
Never gonna make you cry  
Never gonna say goodbye  
Never gonna tell a lie and hurt you

We've known each other for so long  
Your heart's been aching, but you're too shy to say it  
Inside, we both know what's been going on  
We know the game and we're gonna play it

I just wanna tell you how I'm feeling  
Gotta make you understand

**Chorus:**

Never gonna give you up  
Never gonna let you down  
Never gonna run around and desert you  
Never gonna make you cry  
Never gonna say goodbye  
Never gonna tell a lie and hurt you

**Chorus:**

Never gonna give you up  
Never gonna let you down  
Never gonna run around and desert you  
Never gonna make you cry  
Never gonna say goodbye  
Never gonna tell a lie and hurt you

**Chorus:**

Never gonna give you up  
Never gonna let you down  
Never gonna run around and desert you  
Never gonna make you cry  
Never gonna say goodbye  
Never gonna tell a lie and



hurt you

**Notes / Reflection**

**Costumes and Props:**

- Blazers (boys)
- Prom dresses girls
- Elbow length gloves
- 80's Big Hair (girls)
- Mullets (boys hair)
- Fake Microphones