



Monday 03/10/2025	Tuesday 03/11/2025	Wednesday 03/12/2025	Thursday 03/13/2025	Friday 03/14/2025
School Day 117	School Day 118	School Day 119	School Day 120	School Day 121
Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am
Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am
SONGWRITING ONLY UNTIL COMPLETE (DUE WEDNESDAY, MARCH 12th)	SONGWRITING ONLY UNTIL COMPLETE (DUE WEDNESDAY, MARCH 12th)	SONGWRITING ONLY UNTIL COMPLETE (DUE WEDNESDAY, MARCH 12th)	Begin practice of Spring Concert songs: "We Will Rock You" and "Sweet Dreams"	Practice of Spring Concert songs: "Paradise City" and "National Anthem" (Luke)
Standards	Standards	Standards	Standards	Standards
<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate</p>	<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate</p>	<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate</p>	<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate</p>	<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate</p>



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



evaluation criteria.

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

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



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 12**
- 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

Lunch 11:30am - 12:15pm

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

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

Objectives:

- Practice lyrics and choreography for the Spring Concert.

Lesson / Instruction

Students will:

- Practice vocal warm-ups to prepare for singing for Spring Concert song.
- Practice memorizing the words of the song
- Practice choreography for the song

Materials / Resources / Technology

Props for Spring Concert:

- 80's outfits
- Rocker's hair

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

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

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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.

Objectives:

- Practice lyrics and choreography for the Spring Concert.

Lesson / Instruction

Students will:

- Practice instruments that will be used for Spring Concert songs
- Practice vocal warm-ups to prepare for singing for Spring Concert song.
- Practice memorizing the words of the song

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



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

**Boomwackers:
"Sweet Child of Mine"**

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.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.Ka 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.Ka With guidance, explore

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

**RHYTHM
ACTIVITIES #3**

Standards

2.1c Exhibit a variety of small motor skills.

2.1e Engage in self-help skills.

2.1f Perform increasingly more sophisticated actions requiring hand-eye coordination.

2.2a Exhibit physical reflexes in response to stimulation.

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

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

**Boomwackers:
"Sweet Child of Mine"**

Standards

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

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MU:Cr1.1.Ka With guidance, explore

**RHYTHM
ACTIVITIES #3**

Standards

1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.

1.PE.2 Combine locomotor and nonlocomotor motor skills in a teacher-designed dance.

1.PE.3 Move in self-space.

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.

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Develop rhythmic movement skills
- Develop cardiovascular fitness
- Have ample opportunities to

Lunch 11:30am - 12:15pm

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

"Old Time Rock and Roll" Choreography and Singing

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

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

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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 experience music concepts (such as beat and melodic contour).

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

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

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

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

MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.

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

assistance.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

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

and experience music concepts (such as beat and melodic contour).

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

MU: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.

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MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine

practice moving to a beat

- Enjoy physical activity

Lesson / Instruction

(10 min) Warm Up:

- Squirm, Wiggle, Jiggle (Card 56)

(10 mins) Go Fitness:

- Rum Pum Pum (Card 53)
- Shaping Up (Card 60)

(10 min) Go Activity:

Rhythm Activities

- Automobeat (Card 339)
- The Rhythm Train (Card 340)

(5 min) Cool-down:

- Walking Talking Spelling Bees (Card 14)

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 and context.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal

and context of varied musical works and their implications for performance.

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



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.Ka With guidance, demonstrate and state personal interest in varied musical selections.

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

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

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

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

positive feelings experienced during and after physical activity.

2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.

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

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

(10 min) Warm Up:

- Squirm, Wiggle, Jiggle (Card 56)

(10 mins) Go Fitness:

- Rum Pum Pum

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.Ka With guidance, demonstrate and state personal interest in varied musical selections.

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

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

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

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

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 of the structure in music selected for performance.

MU:Pr5.1.3a Apply teacher-provided and collaboratively-

limited guidance, perform music for a specific purpose with expression.

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:



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

MU:Pr6.1.Kb Perform appropriately for the audience.

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 (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.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

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

(Card 53)
• Shaping Up (Card 60)

(10 min) Go Activity: Rhythm Activities

- Automobeat (Card 339)
- The Rhythm Train (Card 340)

(5 min) Cool-down:

- Walking Talking Spelling Bees (Card 14)

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

TENNIS - LESSON #4

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.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

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

MU:Pr6.1.Kb Perform appropriately for the audience.

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 (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.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

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

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

MU:Re7.1.3a Demo

- Students will learn choreography and lyrics for Spring Concert song

Lesson / Instruction

Students will:

- Learn the choreography dance for the song Link: http://youtu.be/SV7HTXQkHYA?si=bK_Tq_CwFe1X6Qnua
- Learn the words for the song for the Spring Concert

Notes / Reflection

Costumes and Props:

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

EASY COSTUME: RISKY BUSINESS



Audience participation near the end of the song.

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

RHYTHM ACTIVITIES #3

Standards

1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.

1.PE.2 Combine locomotor and nonlocomotor motor skills in a teacher-designed dance.

1.PE.3 Move in self-space.

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

1.PE.7 Actively



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

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

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

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

- Objectives:**
- Warm up exercises with boom wackers
 - Practice percussion songs with students for the upcoming Spring Concert (make final decision between the two songs)

Lesson / Instruction

- Students will:**
- Warm-up exercises with boom whackers
 - Sweet Child of Mine Boomwacker Link: <http://youtu.be/tFJKz16JhQ?si=3qj7j0cUmjNKV-Br>
- Students will:**
- Practice a graduation song for their graduation day celebration
 - Link: <http://youtu.be/EwrW8LPHIM4?si=nwTBpIpl4udRthc8>

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

"Footloose" Choreography and Vocals

Standards

MU:Cn10.0 Connect 10 - Synthesize and

skill levels.

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

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

GO ACTIVITY: Tennis: CATCH Challenge Level I

NAME OF ACTIVITY: **Endangered Species (CARD 566)**

EQUIPMENT: plastic paddle or tennis racket per student, as many tennis balls/yarn balls/beanbags as possible, 3-4 boxes/ crates/buckets

SKILL THEME(S): striking

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

ORGANIZATION:

1. Randomly scatter the balls throughout the activity area.
2. Place the boxes/crates/buckets in the middle of the activity area.

DESCRIPTION:

- The balls are "endangered species" that have to be rescued. The boxes/ crates/buckets are the "clinic."
- Students begin at the center of the activity area by the clinic.
- Designate a time limit, e.g., 60-90 seconds.
- On signal (whistle, drum, music), students travel, find a ball, and tap the ball, on the ground back to the clinic.
- When the ball touches

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

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

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

- Objectives:**
- Warm up exercises with boom wackers
 - Practice percussion songs with students for the upcoming Spring Concert (make final decision between the two songs)

Lesson / Instruction

- Students will:**
- Warm-up exercises with boom whackers
 - Sweet Child of Mine Boomwacker Link: <http://youtu.be/tFJKz16JhQ?si=3qj7j0cUmjNKV-Br>
- Students will:**
- Practice a graduation song for their graduation day celebration
 - Link: <http://youtu.be/EwrW8LPHIM4?si=nwTBpIpl4udRthc8>

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

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

Standards

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

illustrate 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

Notes / Reflection

- Props:**
- Diamond Glove
 - Funky socks

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 understanding of relationships between music and the other

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.16** Follow teacher directions for safe participation and proper use of equipment without teacher reminders.
- 1.PE.14** Work independently with others in a variety of class environments.

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

- (10 min) Warm Up:**
- Squirm, Wiggle, Jiggle (Card 56)
- (10 mins) Go Fitness:**
- Rum Pum Pum (Card 53)
 - Shaping Up (Card 60)
- (10 min) Go Activity: Rhythmic Activities**
- Automobeat (Card 339)



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 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,

the box/crate/bucket, students pick up the ball, place it inside, and quickly "rescue" another ball.

- At the end of the designated time, count the rescued balls, redistribute the balls, and challenge students to better their class score.

TEACHING SUGGESTIONS:

1. Remind students the ball must roll on the ground and remain within a racket length.
2. Remind students to "keep a firm wrist" when tapping the ball.

NOW TRY THIS:

1. Require only forehand or backhand taps.
2. Challenge students to walk backward and tap.
3. Challenge students to walk sideways but keep the ball in front of their body.
4. Scatter cones and hoops throughout the activity area and challenge students to tap their ball without touching the obstacles.

Recess 1:45pm - 2:00pm

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

TENNIS - LESSON #4

Standards

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

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.

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 historical).

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and

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 iconic notation and/or recording technology to document personal

- The Rhythm Train (Card 340)
- (5 min) Cool-down:**
- Walking Talking Spelling Bees (Card 14)

Recess 1:45pm - 2:00pm

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

RHYTHM ACTIVITIES #3

Standards

2.PE.1 Perform 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.7 Actively engage in health enhancement class in response to instruction and practice.

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



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 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

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

3.PE.12 Accept and implement specific corrective teacher feedback.

3.PE.14 Support and work cooperatively with others.

3.PE.13 Recognize the role of rules and etiquette in physical activity with peers.

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.

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

GO ACTIVITY: Tennis:

CATCH Challenge Level I

NAME OF ACTIVITY:
Endangered Species (CARD 566)

EQUIPMENT: plastic paddle or tennis racket per student, as many tennis balls/yarn balls/beanbags as possible, 3-4 boxes/ crates/buckets

SKILL THEME(S): striking

SPORT SKILLS &

STRATEGY: racket control and grip, forehand/ backhand striking

ORGANIZATION:

1. Randomly scatter the

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.

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

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 form) in music selected for performance.

independently with others in partner environments.

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

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

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

(10 min) Warm Up:

- Squirm, Wiggle, Jiggle (Card 56)

(10 mins) Go Fitness:

- Rum Pum Pum (Card 53)
- Shaping Up (Card 60)

(10 min) Go Activity:

Rhythm Activities

- Automobeat (Card 339)
- The Rhythm Train (Card 340)

(5 min) Cool-down:

- Walking Talking Spelling Bees (Card 14)

Practice Time 2:45pm - 3:30pm



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 (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

- balls throughout the activity area.
- 2. Place the boxes/crates/buckets in the middle of the activity area.

DESCRIPTION:

- The balls are "endangered species" that have to be rescued. The boxes/crates/buckets are the "clinic."
- Students begin at the center of the activity area by the clinic.
- Designate a time limit, e.g., 60-90 seconds.
- On signal (whistle, drum, music), students travel, find a ball, and tap the ball, on the ground back to the clinic.
- When the ball touches the box/crate/bucket, students pick up the ball, place it inside, and quickly "rescue" another ball.
- At the end of the designated time, count the rescued balls, redistribute the balls, and challenge students to better their class score.

TEACHING

SUGGESTIONS:

1. Remind students the ball must roll on the ground and remain within a racket length.
2. Remind students to "keep a firm wrist" when tapping the ball.

NOW TRY THIS:

1. Require only forehand or backhand taps.
2. Challenge students to walk backward and tap.
3. Challenge students to walk sideways but keep the ball in front of their body.
4. Scatter cones and hoops throughout the activity area and challenge students to tap their ball without touching the obstacles.

Practice Time 2:45pm - 3:30pm

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 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive

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 Demonstrate and explain how the expressive qualities (such as



evaluation of music for specific purposes.
Objectives: <ul style="list-style-type: none"> Continue practicing the lyrics and choreography for the Spring Concert song.
Lesson / Instruction Have students: <ul style="list-style-type: none"> Continue working on memorizing the lyrics of "Footloose" Practice choreography to the number Line Dance Choreography: LINK: http://youtu.be/JEA18ZCvrEo?si=FjYsdg3ARbkOQC8F
Materials / Resources / Technology Singers Valeri William Zoe Scott Rest are singers
Notes / Reflection Costume and Prop Ideas: <ul style="list-style-type: none"> Cowboy Hats Jeans Cowboys Boots Spiked Hair

Music - 5 1:45pm - 2:30pm
"I Love Rock and Roll" and "Jump" 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,

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: Response to music is informed by analyzing context (social, cultural, and historical) and how

dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.
Objectives: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Sunglasses Hawaiian shirts 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



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 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

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 reflect expressive intent.

MU:Re9.1.5a Evaluate musical works and



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.

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

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**

[KARAOKE I LOVE ROCK AND ROLL](http://youtu.be/dg9T9zaCNOM?si=stf-k6xeKvHu1jnE&t=6) <http://youtu.be/dg9T9zaCNOM?si=stf-k6xeKvHu1jnE&t=6>
[KARAOKE JUMP](http://youtu.be/Dy6CP3WZwLw?si=5YguG6Jo2nEtAJro&t=7) <http://youtu.be/Dy6CP3WZwLw?si=5YguG6Jo2nEtAJro&t=7>

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

"I Love Rock and Roll"

Lead Singer: Simone
Backup Singers: Adalyn (tambourine), Maddie (with cowbell), CC, Charlie, Haley, Taya
Bass Guitar: Matthew
Lead Guitar: Aaron
Guitar: Matty, Willow, Stetson
Keyboard: Corbin
Drums: Esmay, Tristan

	Percussion Corbin		Drums Esmay		Percussion Stetson	
Bass Guitar Matthew	Guitar Matty	Keyboard Tristan			Guitar Willow	Lead Guitar Aaron
Backup Singer (tambourine) C.C.	Backup Singer (claves) Taya	Backup Singer Haley		Backup Singer Charlie	Backup Singer (cowbell) Maddie	Backup Singer (tambourine) Adalyn



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 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

	MICROPHONE		Lead Singer Simone MICROPHONE		MICROPHONE	
Audience participation by clapping at the end of the song						
"Jump"						
Lead Singer: Stetson						
Backup Singers: Adalyn (tambourine), Maddie (with cowbell), CC, Charlie, Haley, Taya						
Bass Guitar: Matthew						
Lead Guitar: Aaron						
Guitar: Matty, Willow, Simone, Tristan						
Keyboard: Esmay						
Drums: Corbin						
	Percussion Tristan		Drums Corbin		Percussion Simone	
Bass Guitar Matthew	Guitar Matty	Keyboard Esmay			Guitar Willow	Lead Guitar Aaron
Backup Singer (tambourine) C.C.	Backup Singer (claves) Taya	Backup Singer Haley		Backup Singer Charlie	Backup Singer (cowbell) Maddie	Backup Singer (tambourine) Adalyn
	MICROPHONE		Lead Singer Stetson MICROPHONE		MICROPHONE	

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

TENNIS - LESSON #4

Standards

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



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: 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

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

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

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

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

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

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

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

GO ACTIVITY: Tennis: CATCH Challenge Level I

NAME OF ACTIVITY: Endangered Species (CARD 566)

EQUIPMENT: plastic paddle or tennis racket per student, as many tennis balls/yarn balls/beanbags as possible, 3-4 boxes/ crates/buckets

SKILL THEME(S): striking
SPORT SKILLS &



- 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 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

STRATEGY: racket control and grip, forehand/backhand striking

ORGANIZATION:

1. Randomly scatter the balls throughout the activity area.
2. Place the boxes/crates/buckets in the middle of the activity area.

DESCRIPTION:

- The balls are "endangered species" that have to be rescued. The boxes/crates/buckets are the "clinic."
- Students begin at the center of the activity area by the clinic.
- Designate a time limit, e.g., 60-90 seconds.
- On signal (whistle, drum, music), students travel, find a ball, and tap the ball, on the ground back to the clinic.
- When the ball touches the box/crate/bucket, students pick up the ball, place it inside, and quickly "rescue" another ball.
- At the end of the designated time, count the rescued balls, redistribute the balls, and challenge students to better their class score.

TEACHING

SUGGESTIONS:

1. Remind students the ball must roll on the ground and remain within a racket length.
2. Remind students to "keep a firm wrist" when tapping the ball.

NOW TRY THIS:

1. Require only forehand or backhand taps.
2. Challenge students to walk backward and tap.
3. Challenge students to walk sideways but keep the ball in front of their body.
4. Scatter cones and hoops throughout the activity area and challenge students to tap their ball without touching the obstacles.

Recess 2:30pm - 2:45pm

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

"Never Gonna Give You Up"
Choreography and Vocals



students

- Warm Up
- Watch the music videos again so students can see their singing parts

• **Begin work on set for stage**

[KARAOKE I LOVE ROCK AND ROLL](http://youtu.be/dg9T9zaCN0M?si=stf-k6xeKvHu1jnE&t=6) <http://youtu.be/dg9T9zaCN0M?si=stf-k6xeKvHu1jnE&t=6>

[KARAOKE JUMP](http://youtu.be/Dy6CP3WZwLw?si=5YguG6Jo2nEtAJro&t=7) <http://youtu.be/Dy6CP3WZwLw?si=5YguG6Jo2nEtAJro&t=7>

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

"I Love Rock and Roll"

Lead Singer: Simone

Backup Singers: Adalyn (tambourine), Maddie (with cowbell), CC, Charlie, Haley, Taya

Bass Guitar: Matthew

Lead Guitar: Aaron

Guitar: Matty, Willow, Stetson

Keyboard: Corbin

Drums: Esmay, Tristan

	Percussion Corbin		Drums Esmay	
Bass Guitar Matthew	Guitar Matty	Keyboard Tristan		Lead Guitar Aaron
Backup Singer (tambourine) C.C.	Backup Singer (claves) Taya	Backup Singer Haley	Backup Singer Charlie	Backup Singer (tambourine) Adalyn
	MICROPHONE		Lead Singer Simone	MICROPHONE

Audience participation by clapping at the end of the song

"Jump"

Lead Singer: Stetson

Backup Singers: Adalyn (tambourine), Maddie (with cowbell), CC, Charlie, Haley, Taya

Bass Guitar: Matthew

Lead Guitar: Aaron

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 purposes and contexts

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



Guitar: Matty, Willow, Simone, Tristan Keyboard: Esmay Drums: Corbin				
	Percussion Tristan		Drums Corbin	
Bass Guitar Matthew	Guitar Matty	Keyboard Esmay		
Backup Singer (tambourine) C.C.	Backup Singer (claves) Taya	Backup Singer Haley		Backup Singer Charlie
	MICROPHONE		Lead Singer Stetson MICROPHONE	

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 purposes and contexts

MU:Cr3.1 Evaluate

demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Cr3.1.6a Evaluate to 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



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 consider creators' intent.

MU:Pr5.1 Rehearse,

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



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

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:



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'

- 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

Notes / Reflection

Costumes and Props:

- Blazers (boys)
- Beige Trench Coats with all black underneath
- Prom dresses girls
- Big hair (boys)
- 80's Big Hair (girls)
- Fake Microphones

The possible

introduction of another song which leads into a "rickroll"



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

Notes / Reflection

Costumes and Props:

- Blazers (boys)
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- 80's Big Hair (girls)
- Fake Microphones

The possible

introduction of another song which leads into a "rickroll"