








Monday 03/03/2025	Tuesday 03/04/2025	Wednesday 03/05/2025	Thursday 03/06/2025	Friday 03/07/2025
School Day 112	School Day 113	School Day 114	School Day 115	School Day 116
				
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
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	Choir - 7 & 8 8:35am - 9:30am
<p><b>SONGWRITING ONLY UNTIL COMPLETE (DUE FRIDAY, MARCH 14th)</b></p>	<p><b>SONGWRITING ONLY UNTIL COMPLETE (DUE FRIDAY, MARCH 14th)</b></p>	<p><b>SONGWRITING ONLY UNTIL COMPLETE (DUE FRIDAY, MARCH 14th)</b></p>	<p><b>SONGWRITING ONLY UNTIL COMPLETE (DUE FRIDAY, MARCH 14th)</b></p>	<p><b>SONGWRITING ONLY UNTIL COMPLETE (DUE FRIDAY, MARCH 14th)</b></p>
<p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined</p>	<p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined</p>	<p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined</p>	<p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical</p>	<p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cn11.0.8a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined</p>



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.

**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.

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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.

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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

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**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.

**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

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<p>National Anthem • Rocker's hair</p>	<p>National Anthem • Rocker's hair</p>	<p>National Anthem • Rocker's hair</p>	<p>National Anthem • Rocker's hair</p>	<p>National Anthem • Rocker's hair</p>
<p>Prep 9:33am - 11:30am</p>	<p>Prep 9:33am - 11:30am</p>	<p>Prep 9:33am - 11:30am</p>	<p>Prep 9:33am - 11:30am</p>	<p>Prep 9:33am - 11:30am</p>
<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>
<p><b>Music - Pre K 12:15pm - 1:00pm</b>  <b>"Shake Rattle and Rock and Roll" - Percussion Instruments</b>  <b>Standards</b>  <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.PreKa</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  <b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts  <b>MU:Cr2.1.PreKa</b> With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).  <b>MU:Cr2.1.PreKb</b> With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or</p>	<p><b>PE - Pre K 12:15pm - 1:00pm</b>  <b>RHYTHM ACTIVITIES #2</b>  <b>Standards</b>  <b>2.1c</b> Exhibit a variety of small motor skills.  <b>2.1e</b> Engage in self-help skills.  <b>2.1f</b> Perform increasingly more sophisticated actions requiring hand-eye coordination.  <b>2.2a</b> Exhibit physical reflexes in response to stimulation.  <b>2.2b</b> Develop muscle tone and strength in trunk, neck, head, arms and legs.  <b>2.2c</b> Use developing motor skills to move more independently.  <b>2.2d</b> Develop coordination to use motor skills with toys.  <b>2.2e</b> Demonstrate skills to move in the environment.  <b>2.2f</b> Refine motor coordination and skills to play with toys and people.  <b>2.2g</b> Demonstrate increased ability to use skills requiring balance.  <b>2.2h</b> Perform large motor movement alone or with others.  <b>2.2i</b> Manipulate objects with large muscles.</p>	<p><b>Music - Kindergarten 12:15pm - 1:00pm</b>  <b>TBD - Boomwackers</b>  <b>Standards</b>  <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:Cn10.0.Ka</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  <b>MU:Cn11.0.Ka</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: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 and refine selected musical ideas to</p>	<p><b>PE - 1 12:15pm - 1:00pm</b>  <b>RHYTHM ACTIVITIES #2</b>  <b>Standards</b>  <b>1.PE.1</b> Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.  <b>1.PE.2</b> Combine locomotor and nonlocomotor motor skills in a teacher-designed dance.  <b>1.PE.3</b> Move in self-space.  <b>1.PE.4</b> Differentiate between fast and slow speeds, strong and light force.  <b>1.PE.7</b> Actively engage in health enhancement class.  <b>1.PE.9</b> Identify warm-up and cool-down activities related to vigorous physical activity.  <b>1.PE.10</b> Accept personal responsibility by using equipment and space appropriately.  <b>1.PE.11</b> Follow the rules or parameters of the learning environment.  <b>1.PE.12</b> Respond appropriately to general feedback from a teacher.  <b>1.PE.13</b> Exhibit the established protocols for class activities.</p>	<p><b>Music - 1 12:15pm - 1:00pm</b>  <b>"Old Time Rock and Roll" Choreography and Singing</b>  <b>Standards</b>  <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:Cn11.0.1a</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: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 and refine selected musical ideas to create musical work(s) that meet appropriate criteria.  <b>MU:Cr3.1.1a</b> With limited guidance, discuss and apply personal, peer, and</p>



recording technology.

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

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

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

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

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

**MU:Pr4.2.PreKa** With substantial guidance, explore and demonstrate awareness of musical contrasts.

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

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

**2.3a** Respond to touch, movement, and sound.

**2.3b** Focus eyes on near and far objects.

**2.3c** Calm with assistance.

**2.3f** Demonstrate an awareness of her body in space.

**2.3h** Adapt movements to specific situations.

**2.3i** Demonstrate concepts through movement.

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

**2.4c** Indicate needs and wants.

**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

create musical work(s) that meet appropriate criteria.

**MU:Cr1.1.Ka** With guidance, explore and experience music concepts (such as beat and melodic contour).

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

**MU: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

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

**1.PE.16** Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

**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:**
- Nice to Meet You (Card 10)
- (10 mins) Go Fitness:**
- Race and Reach (Card 169)
- (10 min) Go Activity:**
- Rhythm Activities**
- Hoop Beat (Card 338)
- (5 min) Cool-down:**
- Alphabet Walk (Card 11)

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** Demon

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.

**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



tempo).

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

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

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

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

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

**MU:Re7.1** 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

new skills, without adult assistance.

**2.6f** Participate in physically active games with peers.

**2.6g** Recognize the positive feelings experienced during and after physical activity.

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

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

**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

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.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

strate 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 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

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.

**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



historical) and how creators and performers manipulate the elements of music.

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

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

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

**Objectives:**

- Practice percussion song with students for the upcoming Spring Concert

**Lesson / Instruction**

**Students will:**

- Play along with "Shake Rattle and Rock and Roll" Video Link: <http://youtu.be/tFdiCupu1no?si=tSzQtCVmzHtkX0SO>
- Focus on lyrics and movements as well as rhythm

**Students will:**

- Practice a graduation song for their graduation day celebration
  - Link: <http://youtu.be/EwrW8LPHIM4?si=nwTBpl4udRthc8>

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.

- beat
- Enjoy physical activity

**Lesson / Instruction**

**(10 min) Warm Up:**

- Nice to Meet You (Card 10)

**(10 mins) Go Fitness:**

- Race and Reach (Card 169)

**(10 min) Go Activity:**

**Rhythm Activities**

- Hoop Beat (Card 338)

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

- Alphabet Walk (Card 11)

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

**TENNIS - LESSON #3**

**Standards**

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

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

**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

suggested strategies in rehearsal to improve the expressive qualities of music.

**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

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-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

expressive preferences in the evaluation of music for specific purposes.

**Objectives:**

- 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=bK1q\\_CwFe1X6Qnua](http://youtu.be/SV7HTXQkHYA?si=bK1q_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



**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, knowledge, technical skill, and context.

**MU:Pr4.2** Analyze -

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 and physical activities.

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

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

**GO ACTIVITY:** Tennis:

CATCH Challenge Level I

**NAME OF ACTIVITY:**

Walk & Roll (CARD 565)

**EQUIPMENT:** plastic paddle or tennis racket and a tennis ball for each student, cones to designate activity area

**SKILL THEME(S):** striking

**SPORT SKILLS &**

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

**ORGANIZATION:**

1. Students are scattered in a designated activity area.

**DESCRIPTION:**

music selections over others.

**MU:Re7.2.Ka** With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

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

**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 wackers
- Select between a few songs after playing to perform for the Spring Concert
  - Crazy Train Boomwacker Video Link: <http://youtu.be/eDSIMosLvrk?si=ly66Vr25MtrRwg2>
  - 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=nwTBpl4udRthc8>

Music - 5 1:00pm -

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** 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 Off 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

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 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

EASY COSTUME:  
RISKY BUSINESS



Audience participation



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 strategies to address interpretive, performance, and

- Students begin with the tennis ball "sandwiched" between the outside of a foot and the tennis racket.
- On signal (whistle, drum, music), students push their ball throughout the activity area.
- The ball should roll on the ground and stay within a racket length at all times.
- Upon hearing the stop signal, students have 3 seconds to "sandwich" their ball in the starting position.

**TEACHING SUGGESTIONS:**

1. 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 throughout the activity area. Challenge students to tap their ball without touching the cones, or to use the cones as targets and touch as many cones as possible.

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

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

**TENNIS - LESSON #3**

**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

**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.

**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,

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 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,

near the end of the song.

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

**RHYTHM ACTIVITIES #2**

**Standards**

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

**K.PE.2** Perform locomotor skills in response to teacher-led creative dance.

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

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

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

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

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

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

**K.PE.14** Recognize differences in ideas,



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 evaluation of music for specific purposes.

**Objectives:**

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.

**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**

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 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.

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 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

cultures, and body types.

**K.PE.15** Follow teacher directions for safe participation and proper use of equipment with minimal reminders.

**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:**

- Nice to Meet You (Card 10)

**(10 mins) Go Fitness:**

- Race and Reach (Card 169)

**(10 min) Go Activity:**

**Rhythm Activities**

- Hoop Beat (Card 338)

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

- Alphabet Walk (Card 11)

Recess 1:45pm - 2:00pm

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

**RHYTHM ACTIVITIES #2**

**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.



• 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 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>

**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**

**GO ACTIVITY:** Tennis: CATCH Challenge Level I

**NAME OF ACTIVITY:** Walk & Roll (CARD 565)

**EQUIPMENT:** plastic paddle or tennis racket and a tennis ball for each student, cones to designate activity area

**SKILL THEME(S):** striking

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

**ORGANIZATION:**

1. Students are scattered in a designated activity area.

**DESCRIPTION:**

- Students begin with the tennis ball "sandwiched" between the outside of a foot and the tennis racket.
- On signal (whistle, drum, music), students push their ball throughout the activity area.
- The ball should roll on the ground and stay within a racket length at all times.
- Upon hearing the stop signal, students have 3 seconds to "sandwich" their ball in the starting position.

**TEACHING SUGGESTIONS:**

1. 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 throughout the activity area. Challenge students to tap their ball without touching the cones, or to use the cones as targets and touch as many cones as possible.

Practice Time 2:45pm - 3:30pm

**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:Pr4.1.5a** 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.

context.

**MU:Pr4.2.4a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

**MU: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 -

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

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

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

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

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

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

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

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

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

**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**



**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 purpose and context (such as social,

**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 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 -

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

**MU:Re8.1.4a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

**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

**(10 min) Warm Up:**

- Nice to Meet You (Card 10)

**(10 mins) Go Fitness:**

- Race and Reach (Card 169)

**(10 min) Go Activity:**

**Rhythm Activities**

- Hoop Beat (Card 338)

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

- Alphabet Walk (Card 11)

Practice Time 2:45pm - 3:30pm



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 musical works and their implications for

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:Re7.1.5a** 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



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 historical) informs performances.

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

**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

**Audience participation with clapping at the end of the song**

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

**TENNIS - LESSON #3**

**Standards**

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



**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 works inform the response. Enduring

**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 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:**



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 in performers' and personal

- 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:** Walk & Roll (CARD 565)

**EQUIPMENT:** plastic paddle or tennis racket and a tennis ball for each student, cones to designate activity area

**SKILL THEME(S):** striking

**SPORT SKILLS &**

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

**ORGANIZATION:**

1. Students are scattered in a designated activity area.

**DESCRIPTION:**

- Students begin with the tennis ball "sandwiched" between the outside of a foot and the tennis racket.
- On signal (whistle, drum, music), students push their ball throughout the activity area.
- The ball should roll on the ground and stay within a racket length at all times.
- Upon hearing the stop signal, students have 3 seconds to "sandwich" their ball in the starting position.

**TEACHING**

**SUGGESTIONS:**

1. 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 throughout the activity area. Challenge students



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

**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

**Audience participation with clapping at the end of the song**

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

to tap their ball without touching the cones, or to use the cones as targets and touch as many cones as possible.

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 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



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 expressive intent.

**MU:Cr3.1.6a** Evaluate their own work,

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, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**MU:Pr6.1** Present -



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

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.



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

**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.



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)

**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)
- 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"*



- 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"***