





Monday 03/31/2025	Tuesday 04/01/2025	Wednesday 04/02/2025	Thursday 04/03/2025	Friday 04/04/2025
School Day 127	School Day 128	School Day 129	School Day 130	School Day 131
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	Breakfast Duty 8:00am - 8:20am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Breakfast Duty 8:00am - 8:20am
Practice of Spring Concert songs: "Everybody Wants to Rule the World" and "National Anthem" (Luke)	Choir - 7 & 8 8:35am - 9:30am	Practice of Spring Concert songs: "Everybody Wants to Rule the World" and "National Anthem" (Luke)	"We Will Rock You" and "Sweet Dreams"	Band - 7 & 8 8:35am - 9:30am
Standards	"We Will Rock You" and "Sweet Dreams"	Standards	Standards	Practice of Spring Concert songs: "Everybody Wants to Rule the World" and "National Anthem" (Luke)
MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	Standards	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
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MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.	MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.	MU:Cn11.0.8a 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:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.	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: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:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts	MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.
MU:Cr3.1 Evaluate	MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts	MU:Cr3.1 Evaluate	MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to	MU:Cr2.1 Plan and Make - Select and develop musical



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

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

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

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

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

MU:Cr3.1.8b Describe the rationale for refining works by explaining the

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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

explaining the choices, based on 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

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

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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

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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.

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

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Objectives:

- Practice lyrics and choreography for the Spring Concert.

Lesson / Instruction

Students will:

- Practice vocal warm-ups to prepare for singing the Spring Concert song.
- Practice memorizing the words of the songs
- Practice choreography for the song "We Will Rock You"

Materials / Resources / Technology

Props for Spring Concert:

- 80's outfits
- Rocker's hair

Prep 9:33am - 11:30am

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- Practice memorizing the words of the songs
- Practice choreography for the song "We Will Rock You"

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

creator's intent.

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

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Materials / Resources / Technology

Props for Spring Concert:



Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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.

Lunch 11:30am - 12:15pm

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

AEROBIC GAMES - #2

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.

2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.

2.2a Exhibit physical reflexes in response to stimulation.

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.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.4a React to participation in daily routines.

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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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AEROBIC GAMES - #2

Standards

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

1.PE.3 Move in self-space.

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

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

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

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

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

Objectives:

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

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

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

"Old Time Rock and Roll" Choreography and Singing

Standards

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

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

MU:Cn11.0.1a 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



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 consider creators' intent.

MU:Pr5.1 Rehearse,

2.7d Recognize rules and follow basic safety instructions.

Objectives:

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Walking Talking Spelling Bees (Card 14)

Go Fitness: (12 min)

- Crabs & Seagulls (Card 127)

Go Activity: (15 min)

- Rainbow Crossing (Card 107)

Cool-down: (5 min)

- Walking Talking Spelling Bees (Card 14)

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

TENNIS - LESSON #6

Standards

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

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

4.PE.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.

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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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Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Walking Talking Spelling Bees (Card 14)

Go Fitness: (12 min)

- Crabs & Seagulls (Card 127)

Go Activity: (15 min)

- Rainbow Crossing (Card 107)

Cool-down: (5 min)

- 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 rhythmic and melodic

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



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 suggested strategies in rehearsal to improve the

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

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

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

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

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

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

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

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

Objectives:

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

Lesson / Instruction

GO ACTIVITY: Tennis:

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 suggested strategies in rehearsal to improve the

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-developed criteria

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



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 music selections over others.

MU:Re7.2.Ka With

CATCH Challenge Level II

NAME OF ACTIVITY:
Leaning Tower of Pizza (CARD 568 - 569)

EQUIPMENT: plastic paddle or tennis racket and 1 tennis ball per student

SETUP OBSTACLE COURSE

SKILL THEME(S): striking

SPORT SKILL & STRATEGY: racket control and grip, teamwork

ORGANIZATION:

- To start students work individually first
- Students are in groups of 4-5, all but one student has a ball.

DESCRIPTION:

- Instruct each group of 4-5 students to stand in a circle shoulder to shoulder, facing in.
- Students hold their rackets "like a frying pan" and place their ball in the center of their racket (remember one student will not have a ball).
- Each group makes a "Leaning Tower of Pizza," by stacking the racket heads on top of one another with a tennis ball sandwiched in between each racket head, thus creating an alternating pattern of racket, ball, racket, ball, etc. The student without a ball will stack his/her racket last on top of all the others.
- As a group, challenge the students to *move*:
 - from one side of the activity area to the other.
 - through an obstacle course of cones and hoops.
 - with the tower at a high or low level.
 - with all but one teammate's eyes closed.
- Challenge students to move without having to touch the tower with the free hand.
- Require a re-entry task (5 push-ups, sit-ups, jumping jacks) if a ball falls or the tower collapses.

TEACHING SUGGESTIONS:

- Use bean bags initially if the activity seems too challenging with tennis

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 music selections over others.

MU:Re7.2.Ka With

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 Demonstrate and describe

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=bkTq_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

AEROBIC GAMES - #2

Standards

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

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-



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.

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 practice

Boomwackers:

- **Warm-up exercises:**
 - Link: http://youtu.be/sHlyCKE_yRM?si=iJGfCXxw8CCprCg0&t=1
 - Link: <http://youtu.be/m7OURv8z33Q?si=tC3WB6TeShRDripeG>
 - Link: <http://youtu.be/ij6PuoB5MLQ?si=P78HnwO8PqA2g1LA>
- **Sweet Child of Mine:**
 - Link: <http://youtu.be/tFJKz16JhQ?si=3qj7J0cUmiNKV-Br>

Students will practice singing their graduation song:

- balls.
- NOW TRY THIS:**
1. Repeat the activity using the backhand side of the racket.
 2. Challenge groups to repeat the activity with a ball placed on the top racket.
 3. Pizza Delivery: have 2-3 buckets of balls at one end of the activity area and 2-3 empty buckets at the other end.
 4. Groups race against time to see how many pizzas they can "deliver."
 5. Each group begins at a bucket with balls, makes a pizza tower, moves to the empty bucket, and deposits the balls inside.
 6. After "delivering" the pizza, the group runs back to the ball bucket and repeats the process until time has expired.

Recess 1:45pm - 2:00pm

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

TENNIS - LESSON #6

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.

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

3.PE.12 Accept and implement specific

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.

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 practice

Boomwackers:

- **Warm-up exercises:**
 - Link: http://youtu.be/sHlyCKE_yRM?si=iJGfCXxw8CCprCg0&t=1
 - Link: <http://youtu.be/m7OURv8z33Q?si=tC3WB6TeShRDripeG>
 - Link: <http://youtu.be/ij6PuoB5MLQ?si=P78HnwO8PqA2g1LA>
- **Sweet Child of Mine:**
 - Link: <http://youtu.be/tFJKz16JhQ?si=3qj7J0cUmiNKV-Br>

Students will practice singing their graduation song:

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 arts, other disciplines,

down activities relative to vigorous physical activity.

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

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

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

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

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

K.PE.14 Recognize differences in ideas, cultures, and body types.

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

K.PE.17 Acknowledge that some physical activities are challenging or difficult; and

K.PE.18 Identify physical activities that result in a positive personal experience while playing with friends.

Objectives:

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

Lesson / Instruction

Procedures: (10 min)

- 3 Laps



• **Yay, Yay It's Graduation Day!**
◦ Link: <http://youtu.be/EwrW8LPHIM4?si=nwTBplpl4udRthc8>

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

"Footloose" Choreography and Vocals

Standards

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

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

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

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

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

MU:Cr3.1 Evaluate 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,

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.

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 II

NAME OF ACTIVITY: Leaning Tower of Pizza (CARD 568 - 569)

EQUIPMENT: plastic paddle or tennis racket and 1 tennis ball per student

SETUP OBSTACLE COURSE

SKILL THEME(S): striking

SPORT SKILL & STRATEGY:

racket control and grip, teamwork

ORGANIZATION:

- To start have students work individually first
- Students are in groups of 4-5, all but one student has a ball.

• **Yay, Yay It's Graduation Day!**
◦ Link: <http://youtu.be/EwrW8LPHIM4?si=nwTBplpl4udRthc8>

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.

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

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 rhythmic, melodic,

- Drinks
- Bathroom

Warm-Up: (5 min)
• Walking Talking Spelling Bees (Card 14)

Go Fitness: (12 min)
• Crabs & Seagulls (Card 127)

Go Activity: (15 min)
• Rainbow Crossing (Card 107)

Cool-down: (5 min)
• Walking Talking Spelling Bees (Card 14)

Recess 1:45pm - 2:00pm

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

AEROBIC GAMES - #2

Standards

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

1.PE.3 Move in self-space.

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

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

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



sequence, and document personal musical ideas.

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

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

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

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

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

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

DESCRIPTION:

- Instruct each group of 4-5 students to stand in a circle shoulder to shoulder, facing in.
- Students hold their rackets "like a frying pan" and place their ball in the center of their racket (remember one student will not have a ball).
- Each group makes a "Leaning Tower of Pizza," by stacking the racket heads on top of one another with a tennis ball sandwiched in between each racket head, thus creating an alternating pattern of racket, ball, racket, ball, etc. The student without a ball will stack his/her racket last on top of all the others.
- As a group, challenge the students to *move*:
 - from one side of the activity area to the other.
 - through an obstacle course of cones and hoops.
 - with the tower at a high or low level.
 - with all but one teammate's eyes closed.
- Challenge students to move without having to touch the tower with the free hand.
- Require a re-entry task (5 push-ups, sit-ups, jumping jacks) if a ball falls or the tower collapses.

TEACHING

SUGGESTIONS:

- Use bean bags initially if the activity seems too challenging with tennis balls.

NOW TRY THIS:

1. Repeat the activity using the backhand side of the racket.
2. Challenge groups to repeat the activity with a ball placed on the top racket.
3. Pizza Delivery: have 2-3 buckets of balls at one end of the activity area and 2-3 empty buckets at the other end.
4. Groups race against time to see how many pizzas they can "deliver."
5. Each group begins at a bucket with balls, makes a pizza tower, moves to the empty bucket, and deposits the balls inside.
6. After "delivering" the pizza, the group runs back to the ball bucket and repeats the process until time has

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 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.

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.

MU:Pr4.2.4b When

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

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

Objectives:

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Walking Talking Spelling Bees (Card 14)

Go Fitness: (12 min)

- Crabs & Seagulls (Card 127)

Go Activity: (15 min)

- Rainbow Crossing (Card 107)

Cool-down: (5 min)

- Walking Talking Spelling Bees (Card 14)

Practice Time 2:45pm - 3:30pm



qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

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

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

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

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

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

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

expired.

Practice Time 2:45pm - 3:30pm

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 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

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 dynamics, tempo,



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:

- Continue practicing the lyrics and choreography for the Spring Concert song.

Lesson / Instruction

Have students:

- 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:

- 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

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 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.

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

REALLY FOCUS ON CHORD CHANGES AND STRUMMING PATTERNS

Materials / Resources / Technology

Ideas for props/costumes:

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



to make music.

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

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

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

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

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

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

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

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

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:Re7.1.5a 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,



melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

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

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

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

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

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

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

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

"I Love Rock and Roll"

Link: [KARAOKE I LOVE ROCK AND ROLL](https://youtu.be/dg9T9zaCNOM?si=stf-k6xeKvHu1jnE&t=6)

<http://youtu.be/dg9T9zaCNOM?si=stf-k6xeKvHu1jnE&t=6>

"Jump" Link: [KARAOKE JUMP](https://youtu.be/Dy6CP3WZwLw?si=5YguG6Jo2nEtAJro&t=7)

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<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



intent.

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

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

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

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

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

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

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions

• Rocker hair

"I Love Rock and Roll"

	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) Adalyn	Backup Singer (tambourine) Maddie
	MICROPHONE		Lead Singer Simone MICROPHONE		MICROPHONE	

Audience participation by clapping at the end of the song

"Jump"

	Percussion Stetson		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 Tristan MICROPHONE		MICROPHONE	

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

TENNIS - LESSON #6

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 with responsible



and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

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

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

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

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

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

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

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
//

NAME OF ACTIVITY:
Leaning Tower of
Pizza (CARD 568 - 569)

EQUIPMENT: plastic
paddle or tennis racket and
1 tennis ball per student

SETUP OBSTACLE
COURSE

SKILL THEME(S): striking



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

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

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

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

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

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

MU:Re9.1.5a Evaluate

SPORT SKILL & STRATEGY: racket control and grip, teamwork

ORGANIZATION:

- To start have students work individually first
- Students are in groups of 4-5, all but one student has a ball.

DESCRIPTION:

- Instruct each group of 4-5 students to stand in a circle shoulder to shoulder, facing in.
- Students hold their rackets "like a frying pan" and place their ball in the center of their racket (remember one student will not have a ball).
- Each group makes a "Leaning Tower of Pizza," by stacking the racket heads on top of one another with a tennis ball sandwiched in between each racket head, thus creating an alternating pattern of racket, ball, racket, ball, etc. The student without a ball will stack his/her racket last on top of all the others.
- As a group, challenge the students to *move*:
 - from one side of the activity area to the other.
 - through an obstacle course of cones and hoops.
 - with the tower at a high or *low* level.
 - with all but one teammate's eyes closed.
- Challenge students to move without having to touch the tower with the free hand.
- Require a re-entry task (5 push-ups, sit-ups, jumping jacks) if a ball falls or the tower collapses.

TEACHING

SUGGESTIONS:

- Use bean bags initially if the activity seems too challenging with tennis balls.

NOW TRY THIS:

1. Repeat the activity using the backhand side of the racket.
2. Challenge groups to repeat the activity with a ball placed on the *top* racket.
3. Pizza Delivery: have 2-3 buckets of balls at one end of the activity area and 2-3 empty buckets at the other end.
4. Groups race against



te 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
- Continue work on set for stage

"I Love Rock and Roll"

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

[http://youtu.be/dg9T9zaCN0M?si=stf-k6xeKvHu1jnE&t=6](https://youtu.be/dg9T9zaCN0M?si=stf-k6xeKvHu1jnE&t=6)

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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"

Roll"

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

Audience participation by clapping at the end of the song

"Jump"

- time to see how many pizzas they can "deliver."
5. Each group begins at a bucket with balls, makes a pizza tower, moves to the empty bucket, and deposits the balls inside.
 6. After "delivering" the pizza, the group runs back to the ball bucket and repeats the process until time has expired.

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 music ideas for defined purposes and contexts.

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



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

Recess 2:30pm - 2:45pm

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

"Never Gonna Give You Up"
Choreography and Vocals

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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 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



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.

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

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

ensemble performances, individually or in collaboration with others.

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

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

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

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

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



performances, individually or in collaboration with others.

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

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

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

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

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

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

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

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

MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive



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

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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:

- Vocal warm-up
- Practice choreography

Notes / Reflection

Costumes/Props:

- Beige Trench Coats with all black underneath and coifed hair
- Rock and Roll Outfits with 80's Hair
- Fake Microphones

Costuming:

A/C D/C Outfits:

Brooke
Aubrie
Kaileena
Della
Nora

Rick Astley Outfits:

Daniel
Ryann
Josh A.
Alyvia
Madison
Chevy

*****Possibility of creating costumes (trench coats)**

Responsibilities at concert:

- **Greeters/ Playbills:** Brooke, DaeShawn
- **Ushers:** Madison, Aubrie
- **Announcer:** Chevy
- **Lighting Technician (fog machine w/ lights):** Josh A.



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.

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