



Monday 04/14/2025 School Day 137	Tuesday 04/15/2025 School Day 138	Wednesday 04/16/2025 School Day 139	Thursday 04/17/2025 School Day 140	Friday 04/18/2025 School Day 141
<p>Event 7:00am - 7:01am</p> <p><u>PreK and Kinder:</u> Boomwackers: "Sweet Child of Mine"</p> <p><u>1st:</u> Choreo/Choir: "Old Time Rock and Roll"</p> <p><u>2nd:</u> Choreo/Choir - "Footloose"</p> <p><u>3rd:</u> Orff Orchestra: "Billie Jean"</p> <p><u>4th:</u> Ukulele Orchestra: "Surfin' U.S.A."</p> <p><u>5th:</u> Choir: "I Love Rock and Roll" and "Jump"</p> <p><u>6th:</u> Choreo/Choir: "Never Gonna Give You Up" (w/ "TNT")</p> <p><u>Choir:</u> Choir: "Sweet Dreams" Choir: "We Will Rock You"</p> <p><u>BAND:</u> Electric Guitar Solo "National Anthem"- Band "Everybody Wants to Rule the World"</p>	<p>Event 7:00am - 7:01am</p> <p><u>PreK and Kinder:</u> Boomwackers: "Sweet Child of Mine"</p> <p><u>1st:</u> Choreo/Choir: "Old Time Rock and Roll"</p> <p><u>2nd:</u> Choreo/Choir - "Footloose"</p> <p><u>3rd:</u> Orff Orchestra: "Billie Jean"</p> <p><u>4th:</u> Ukulele Orchestra: "Surfin' U.S.A."</p> <p><u>5th:</u> Choir: "I Love Rock and Roll" and "Jump"</p> <p><u>6th:</u> Choreo/Choir: "Never Gonna Give You Up" (w/ "TNT")</p> <p><u>Choir:</u> Choir: "Sweet Dreams" Choir: "We Will Rock You"</p> <p><u>BAND:</u> Electric Guitar Solo "National Anthem"- Band "Everybody Wants to Rule the World"</p>	<div style="text-align: center;">  <p>ELA Night</p> </div> <p>Event 7:00am - 7:01am</p> <p><u>PreK and Kinder:</u> Boomwackers: "Sweet Child of Mine"</p> <p><u>1st:</u> Choreo/Choir: "Old Time Rock and Roll"</p> <p><u>2nd:</u> Choreo/Choir - "Footloose"</p> <p><u>3rd:</u> Orff Orchestra: "Billie Jean"</p> <p><u>4th:</u> Ukulele Orchestra: "Surfin' U.S.A."</p> <p><u>5th:</u> Choir: "I Love Rock and Roll" and "Jump"</p> <p><u>6th:</u> Choreo/Choir: "Never Gonna Give You Up" (w/ "TNT")</p> <p><u>Choir:</u> Choir: "Sweet Dreams" Choir: "We Will Rock You"</p> <p><u>BAND:</u> Electric Guitar Solo "National Anthem"- Band "Everybody Wants to Rule the World"</p>	<p>Event 7:00am - 7:01am</p> <p><u>PreK and Kinder:</u> Boomwackers: "Sweet Child of Mine"</p> <p><u>1st:</u> Choreo/Choir: "Old Time Rock and Roll"</p> <p><u>2nd:</u> Choreo/Choir - "Footloose"</p> <p><u>3rd:</u> Orff Orchestra: "Billie Jean"</p> <p><u>4th:</u> Ukulele Orchestra: "Surfin' U.S.A."</p> <p><u>5th:</u> Choir: "I Love Rock and Roll" and "Jump"</p> <p><u>6th:</u> Choreo/Choir: "Never Gonna Give You Up" (w/ "TNT")</p> <p><u>Choir:</u> Choir: "Sweet Dreams" Choir: "We Will Rock You"</p> <p><u>BAND:</u> Electric Guitar Solo "National Anthem"- Band "Everybody Wants to Rule the World"</p>	<p>Event 7:00am - 7:01am</p> <p><u>PreK and Kinder:</u> Boomwackers: "Sweet Child of Mine"</p> <p><u>1st:</u> Choreo/Choir: "Old Time Rock and Roll"</p> <p><u>2nd:</u> Choreo/Choir - "Footloose"</p> <p><u>3rd:</u> Orff Orchestra: "Billie Jean"</p> <p><u>4th:</u> Ukulele Orchestra: "Surfin' U.S.A."</p> <p><u>5th:</u> Choir: "I Love Rock and Roll" and "Jump"</p> <p><u>6th:</u> Choreo/Choir: "Never Gonna Give You Up" (w/ "TNT")</p> <p><u>Choir:</u> Choir: "Sweet Dreams" Choir: "We Will Rock You"</p> <p><u>BAND:</u> Electric Guitar Solo "National Anthem"- Band "Everybody Wants to Rule the World"</p>
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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: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: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:Cr1.1.8a 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

deepen understanding.

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MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs,

relate knowledge and personal experiences to make music.

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

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document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

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

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

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

MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

MU:Pr4.1 Select -

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MU:Pr4.1 Select -



Select varied musical works to present based on interest, knowledge, technical skill, and context.

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

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

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

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

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

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

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

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

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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

- Have Ash and Cole work together
- Have guitarists work together
- Assist Addy and Jacob to make sure they are on track
- Work with Brody for Singing (start with warm-up)

Students will practice for Spring Concert songs:

- Give students about 10-15 minutes to practice their parts for the Spring Concert song.
- Play together to see where more individual practice needs to be done for the performance to be cohesive.

Materials / Resources / Technology

Props for Spring Concert:

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

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Unit 3: Families: Lesson 1: Songs Can Be Sung in Order

Standards

MU:Cn11.0.PreKa D

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 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"

- Sight Signing Level 1: Lesson 2 Major and Minor:**
<http://youtu.be/N37LiX43Aa0?si=ml9A3uskVR8U6NEG&t=11>
- Major Scale Warm-UP**
<http://youtu.be/N37LiX43Aa0?si=ml9A3uskVR8U6NEG&t=11>
- Minor Scale Warm-Up:** <http://youtu.be/489e7lizfp4?si=NaVaFjRTw1vjnCbW>

Materials / Resources / Technology

Props for Spring Concert:

- 80's outfits
- Rocker's hair

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Rock Wall Climbing

Standards

2.1c Exhibit a variety of small motor skills.

2.1d Scribble with a crayon or marker.

2.1e Engage in self-help skills.

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

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- Have guitarists work together
- Assist Addy and Jacob to make sure they are on track
- Work with Brody for Singing (start with warm-up)

Students will practice for Spring Concert songs:

- Give students about 10-15 minutes to practice their parts for the Spring Concert song.
- Play together to see where more individual practice needs to be done for the performance to be cohesive.

Materials / Resources / Technology

Props for Spring Concert:

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

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Boomwackers: "Sweet Child of Mine"

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Lesson / Instruction

Students will:

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

- Major Scale Warm-UP**
<http://youtu.be/N37LiX43Aa0?si=ml9A3uskVR8U6NEG&t=11>
- Minor Scale Warm-Up:** <http://youtu.be/489e7lizfp4?si=NaVaFjRTw1vjnCbW>
- "Ah, Poor Bird"**
Choral Song
- Concert Songs**

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

Rock Wall Climbing

Standards

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

1.PE.3 Move in self-space.

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:

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Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Section 1: Unit 2: Lesson 5: Ways to Use Your Voice

Standards

MU:Cr2.1.1a With limited guidance,



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

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

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

MU:Cr2.1.PreKb With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

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:Re7.2.PreKa With substantial guidance, explore

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.

2.2c Use developing motor skills to move more independently.

2.2e Demonstrate skills to move in the environment.

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

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.

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.7c Respond to warnings and redirection for unsafe behaviors in situations, although not consistently.

2.7d Recognize

Standards

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

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

MU:Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

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

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

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

MU:Cr1.1.Kb With

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

1.PE.6 Discuss the benefits of being active and exercising or playing.

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

1.PE.8 Understand muscles that grow strong with physical activity.

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

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

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

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

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

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

1.PE.18 Understand that challenges in physical activities can lead to success; and

1.PE.19 Describe positive results gained from participating in physical activities with others.

demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

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.

Objectives:

- Speak, sing, whisper, call, and think when cued to show understanding of five ways to use the voice.

Concept:

- Tone Color

Lesson / Instruction

PRACTICE CHOREOGRAPHY AND VOCALS FOR SPRING CONCERT BEFORE STARTING THIS LESSON

THIS LESSON WILL TAKE AT LEAST 2 CLASS PERIODS

INTRODUCTION

CONCEPT OVERVIEW | S1U2L5: Ways to Use Your Voice: Interactive

- Have children list ways they use their voice.



musical contrasts in music.

Objectives:

- Children will identify the sequence of verses in a song.

Lesson / Instruction

This lesson may take 2 or 3 class periods as they will also practice songs for the concert

Students will practice Boomwackers:

- Warm-up exercises:
 - Link: http://youtu.be/sHyCKE_vRM?si=iuG8CCpCguat=1
 - Link: <http://youtu.be/m7OURv8z33Q?si=C3WB6TeShRDmreG>
 - Link: <http://youtu.be/ij6PuoB5MLQ?si=PT>
- Sweet Child of Mine:
 - Link: <http://youtu.be/tFJKz16JhQ?si=3qj7>

Students will practice singing their graduation song:

- Yay, Yay It's Graduation Day!
 - Link: <http://youtu.be/EwrW8LPHIM4?si=nwTBp14udRthc8>

INTRODUCTION

CONCEPT OVERVIEW | S1U3L1: Songs Can Be Sung in Order: Interactive

- Give an overview of the lesson using slide.

POETRY | S1U3L1: Saturday Is Car

Day: Interactive

- Read aloud the rhyme to the children.

LET'S BEGIN | Saturday Is Car Day

ACTIVITY | S1U3L1: Saturday Fun!: Interactive

Where shall we go? Choose the place. Say the rhyme.

- Display the interactive slide and invite children to select a place they would like to go in the car, from the images shown: playground, birthday party, zoo, grocery store, circus, or aquarium.
- Ask a volunteer to click and drop the tile in the target area.
- Replace the second line of the rhyme with this line: *We went to (name of place).*
- Continue adding names of places in cumulative order each time you repeat the rhyme.
- Then say with

rules and follow basic safety instructions.

2.7e Identify who has hurt or made him or her feel bad.

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:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

Lesson / Instruction

Easter Coloring Sheets - Documents

- Link: <http://www.teacherspayteachers.com/My-Purchases>
- Link: <http://www.teacherspayteachers.com/Product/Spring-Summer-Music-Coloring-Worksheet-and-Word-Search-6911235?st=d34053ee0f1bdc4f291d8916bbd8fae6>
- Link: <http://www.teacherspayteachers.com/Product/Easter-Themed-Music-Worksheets-1160800?st=64d2565671eed0c23ab64b1eb2d0a94a>
- Link: <http://www.teacherspayteachers.com/Product/MUSIC-FREE->

guidance, generate musical ideas (such as movements or motives).

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

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

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

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

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

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

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

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

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and return.
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Lesson / Instruction

PRACTICE CHOREOGRAPHY AND VOCALS FOR SPRING CONCERT BEFORE STARTING THIS LESSON

Easter Coloring Sheets - Documents

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- Link: <http://www.teacherspayteachers.com/Product/Spring-Summer-Music-Coloring-Worksheet-and-Word-Search-6911235?st=d34053ee0f1bdc4f291d8916bbd8fae6>
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- Link: <http://www.teacherspayteachers.com/Product/MUSIC-FREE-Worksheets-K-5-Composing-Theory-Sub-Tub-Activities-2742035?st=64d2565671eed0c23ab64b1eb2d0a94a>
- Link: <http://www.teacherspayteachers.com/Product/MUSIC-FREE-K-5-Worksheets-Activities-Composing-Theory-Listening-Assessments-4576174?st=64d2565671eed0c23ab64b1eb2d0a94a>
- Link: <http://www.teacherspayteachers.com/Product/Easter-or-Spring-Color-by-Note-Mystery-Picture-6718470?st=64d2565671eed0c23ab64b1eb2d0a94a>
- Link: <http://www.teacherspayteachers.com/Product/FREE-Count-the->

- (Possible answers: sing, speak, laugh, call, whisper, use inner voice.)
- Ask them to describe how some ways of using the voice are loud and some are soft, and ask them which voice is silent.
 - (Possible answers: Calling and singing are louder, whispering and speaking can be softer, and the inner voice, or singing in our head, is silent.)

IDENTIFY | Ways to Use the Voice

iSONG | Sara Watashi (Plate Passing): Interactive

- Preview the interactive song.

ACTIVITY | S1U2L5: Voices: Interactive

- Have children listen to "Sara Watashi" ("Plate Passing").
- Ask them how many ways they heard children on the recording using their voices. (two: singing, speaking)
- Ask children to listen again and raise their hands when they hear the speaking part. (Iwa yo! Open eyes!)
- Ask children to explore a new musical idea: think of how to use different voice types to perform the words of the song.
 - (Possible answers: whispering, calling, thinking or using the inner voice)
- Repeat the activity and assess whether children effectively explored various ways of using their voices to perform the song.

PERFORM | Brush Your Teeth

ACTIVITY | S1U2L5: Ways to Use Your Voice: Interactive

SONG ANTHOLOGY | Grade 1: Document

Have children:

- Listen to the speech version of "Brush Your Teeth" (click the right Play button on the slide) and identify the performance as speaking and whispering (ch, ch, ch parts) by pointing to the photo of the girl talking on the phone (bottom left) and the photo of the boy whispering into the girl's ear (top right).



children the new rhyme, pointing to the pictures in order.

LINKS | Art Gallery
ART GALLERY | Cradle:
Interactive

- **Display the slide and invite children to describe** the picture. (a cradle)
- **Explain** to children that the cradle was made long ago in a faraway land.
- **Guide to notice** the details in the wood and talk about the differences and similarities with baby cradles they have seen.

LISTEN | Hush, Little Baby
ACTIVITY | S1U3L1:
Hush, Little Baby: Interactive
Say: *Let's listen and rock our babies to "Hush, Little Baby."*

Have children:

- **Listen to the audio as you point** to the corresponding picture for each verse.
- **Tell** what presents "Papa" is going to bring. (mocking bird, diamond ring, looking glass, billy goat, horse and cart)
- **Listen again**, softly patting with the beat.

FIND | Songs Can Tell Stories
ACTIVITY | S1U3L1:
Songs Can Be Sung in Order: Interactive
Think about the song "Hush, Little Baby."
Put the pictures in order to tell the story.

- **Explain** that songs can tell stories with a sequence of events.
- **Display** the interactive slide and guide children to notice that the pictures belong to the song "Hush, Little Baby," but they are not in order.
- **Ask volunteers to drag the pictures to the target area** to show the sequence of the verses and tell the story.
- **Invite children to sing** the song.

TEACHER TO TEACHER | Sequence of Events
Sequence of Events
Music, as organized sound, provides a natural medium for understanding sequence—a step that is

[Worksheets-K-5-Composing-Theory-Sub-Tub-Activities-2742035?st=64d2565671eed0c23ab64b1eb2d0a94a](#)

- **Link:** <http://www.teacherspayteachers.com/Product/MUSIC-FREE-K-5-Worksheets-Activities-Composing-Theory-Listening-Assessments-4576174?st=64d2565671eed0c23ab64b1eb2d0a94a>
- **Link:** <http://www.teacherspayteachers.com/Product/Easter-or-Spring-Color-by-Note-Mystery-Picture-6718470?st=64d2565671eed0c23ab64b1eb2d0a94a>
- **Link:** <http://www.teacherspayteachers.com/Product/FREE-Count-the-Peeps-A-Notes-and-Rests-Activity-1190704?st=64d2565671eed0c23ab64b1eb2d0a94a>
- **Link:** [http://www.teacherspayteachers.com/Spring-Music-Color-by-Number-Music-Worksheet-Rhythm-Worksheet-9287105?st=f0138235e5b5d328e14c7ba33d414a9f](http://www.teacherspayteachers.com/Product/Spring-Music-Color-by-Number-Music-Worksheet-Rhythm-Worksheet-9287105?st=f0138235e5b5d328e14c7ba33d414a9f)
- **Link:** <http://www.teacherspayteachers.com/FreeDownload/Music-Coloring-Worksheets-FREE-3237624>

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

Rock Wall Climbing

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-

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

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

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

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

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

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

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

MU:Pr6.1.Kb Perform appropriately for

[Peeps-A-Notes-and-Rests-Activity-1190704?st=64d2565671eed0c23ab64b1eb2d0a94a](#)

- **Link:** <http://www.teacherspayteachers.com/Product/Spring-Music-Color-by-Number-Music-Worksheet-Rhythm-Worksheet-9287105?st=f0138235e5b5d328e14c7ba33d414a9f>
- **Link:** <http://www.teacherspayteachers.com/FreeDownload/Music-Coloring-Worksheets-FREE-3237624>

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 musical ideas.

MU:Cr3.1.3a Evaluate

- **Echo** the chorus, speaking/whispering one line at a time: You brush your teeth, ch, ch, ch, ch, ch, ch, ch, ch.

***Consonant Digraphs**

- **Listen** to the recording, chant along with the chorus, and pretend to brush their teeth. Identify their voice as speaking, and whispering for the ch, ch, ch parts.
- **Perform** the entire chant with motions.

SING | Brush Your Teeth (Song Version)
iSONG | Brush Your Teeth: Interactive
ACTIVITY | S1U2L5: Ways to Use Your Voice: Interactive

Have children:

- **Listen** to the song version of "Brush Your Teeth" and identify the difference between this and the speech version. (The performers are singing, but there is a section of whispering during the ch, ch, ch parts.)

***Compare and Contrast**

- **Listen again, focusing** on the sound of the singing and listening for the whispered part, pointing to the appropriate pictures on the slide to show what they hear.
- **Perform the song by** singing, using head tones, and whispering the ch, ch, ch portions.
- **Raise a hand** during the singing sections (using inner voice) and whisper all of the ch, ch, ch parts.
- **Perform** the whole song with motions.
- **Sing** the song again using the inner (silent) voice, covering their mouth, during the whispered parts.
- **Repeat** the activity and assess whether children can identify and perform using singing, speaking, whispering, and inner voices accurately.

LINKS | Health
Read:
Brushing Your Teeth
When people eat, small particles of food get caught between their teeth. These particles are often so small that people cannot feel them, but they can cause cavities. Brushing your



crucial to literacy development.

LISTEN | London Bridge
iSONG | London Bridge:

Interactive
ACTIVITY | Work Space:
Interactive

Have children:

- **Listen** to the song.
- **Describe** the sequence of verses. (Optional: You may want to use the blank slide to draw simple cues for each verse.)
- **Play the traditional game**, walking to the beat. (see below)

MOVEMENT | London Bridge

Game: London Bridge

Formation: Two children form a two-handed arch to make the "bridge."

- Two students form the "bridge" and decide on a two-word team name such as "silver/gold" with one word secretly assigned to each child.
- The other children form a line to go under the arch.
- Children walk under the "bridge" in single file as they sing the song.
- On the word "lady", the children forming the bridge drop their arms and catch the child passing under them at that time.
- The captured child is asked to choose between the two words that make up the team name.
- The child whose word is chosen stands behind the team leader (the remaining "bridge" half).
- The new bridge team thinks up another two-word team name, with one word secretly assigned to each child, and the game continues.

SING | London Bridge

London Bridge (Stereo

Mix): Audio

Invite children to:

- **Sing** all verses of "London Bridge."
- **Identify** cue words for each verse. (*bridge, iron bars, bend and break, needles and pins, rust and bend, silver and gold, I've not got*)
- **Describe** the form of the story told in this song.

LINKS | Movement

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

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

Lesson / Instruction

Easter Coloring Sheets - Documents

- **Link:** <http://www.teacherspayteachers.com/My-Purchases>
- **Link:** <http://www.teacherspayteachers.com/Product/Spring-Summer-Music-Coloring-Worksheet->

the audience.

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

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

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

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

MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

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

MU:Re8.1.Ka With

te, 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 and feedback to evaluate accuracy of

teeth removes these particles before they can do any damage. Ask children to decide when the best times might be to brush their teeth (Possible answer: right after eating) and explain why. Then have volunteers pantomime how they brush their teeth, and ask the class to mirror their gestures. **Critical Thinking: Make Decisions**

PRACTICE: Identify words and sounds as different kinds of speech.

DESCRIBE | Speaking

Parts

iSONG | Sara Watashi
(Plate Passing): Interactive

- **Have children listen** to "Sara Watashi" ("Plate Passing") using **Song Anthology, p. 175** and raise their hands for the speaking part. (Iwa yo!; Open your eyes!)

SING | Sara Watashi
iPRONUNCIATION | Sara Watashi: Interactive

- **Have children listen** to "Sara Watashi" pronunciation to learn the Japanese words.

LOCATOR MAP | Japan: Interactive

- **Show** the locator map for Japan and explain that this song is from Japan.

ACTIVITY | S1U2L5:

Voices: Interactive

Ask children to:

- **Sing** the song, closing their eyes while singing, and opening their eyes immediately upon speaking.
- **Play the game** while singing the song again. (See **MOVEMENT | Sara Watashi Game, below.**)
- **Perform the song** using vocal exploration with a new musical idea: Sing, speak, whisper, call, and think (using inner voice) the words Sara Watashi, pointing to each corresponding picture on the slide.
- **Repeat the activity** as you assess whether they are using the correct voice and pointing to the correct picture as they use



ACTIVITY | S1U3L5: Find a Friend: Interactive

Look at the pictures of the game. Describe the parts of the game.

Friendship Shake: This activity can help children develop muscle control and speaking skills.

Have children:

- **Mirror you** as you model how to introduce yourself to someone new by shaking hands and exchanging names.
- **Walk around the room to the steady beat as you sing** "Find a Friend" sung to the melody of "London Bridge."
 - (You may want to clap or play the steady beat.)
Find a friend and go shake hands, go shake hands, go shake hands, go shake hands, go shake hands, go shake hands, at the count of five... 1, 2, 3, 4, 5.
- **Locate a partner and shake hands as you count 1, 2, 3, 4, 5.** (Let them count with you if they wish.)
- Encourage them to practice introducing themselves to their partner before trying the game again.
- Invite children to create new verses such as "Find a friend, and blink your eyes, or "Find a friend, and wiggle your nose".

Display the slide.

- **Have children describe** the pictures.
- **Guide them to notice** that the pictures represent the two parts or sections of the movement they just did—finding a friend and doing something with the friend.
- **Explain** to children that in music and dance the way a story is told is called the form.

LISTEN | MOVE | GIGUES I and II

LISTENING | GIGUES I and II from Water Music Suite No. 3 in G Major. HWV 350: Interactive

For this activity, get familiar with the sections of the listening in advance.

- Ask children to stand in

[and-Word-Search-6911235?st=d34053ee0f1bdc4f291d8916bbd8fae6](http://www.teacherspayteachers.com/Product/Easter-Themed-Music-Worksheets-1160800?st=64d2565671eed0c23ab64b1eb2d0a94a)

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Recess 1:45pm - 2:00pm

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

Rock Wall Climbing

Standards

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

3.PE.7 Engage in the activities of health enhancement class

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=iC3WB6TeShRDrpeG>
 - **Link:** <http://youtu.be/ij6PuoB5MLQ?si=P8HnwO8PqA2g1LAA>
- **Sweet Child of Mine:**
 - **Link:** <http://youtu.be/iFJKz16JhQ?si=3qj7j0cUmjNKV-Br>

Students will practice singing their graduation song:

- **Yay, Yay It's Graduation Day!**
 - **Link:** <http://youtu.be/EwrW8LPHIM4?si=nwTBplp4udRthc8>

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

Section 2: Unit 3:

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 how selected music connects to and is

each voice type.
◦ **Five voices:** singing, speaking, whispering, calling, inner.

MOVEMENT | Sara Watashi Game

"Sara Watashi" ("Plate Passing") Play a Japanese singing game. Have children stand in a circle. Give one child a plate (made of paper or unbreakable plastic), a ball, or another object that can be handled easily by children with their eyes closed. Ask children to close their eyes and begin singing "Sara Watashi." As they sing, have them pass the plate around clockwise to the music. When they get to the words Iwa yo! or Open eyes! have them look see who is holding the plate. If you wish, you can eliminate the plate-holder and begin again.

After children have played the game, ask them to compare this game to another Japanese game from a previous lesson, "Zui, Zui, Zukkorbashi." (See **Section 1, Unit 3, Lesson 4, MOVEMENT | Zui Zui Zukkorbashi Game.**) After children learn both games, ask them to describe what is the same and what is different about them. (Same: based on Japanese folk song, circle formation, uses steady beat; different: passing plate vs. tapping fists, eyes closed for part vs. eyes open for whole game.)

HISTORY AND CULTURE | Japanese Music Read:

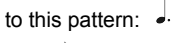
"Sara Watashi" ("Plate Passing") is a popular children's song in Japan. Music is a very important part of Japanese culture. Today, many Japanese people play instruments like ours in the United States, but there are also many traditional Japanese instruments. Among these are:

- the shamisen, a long-necked string

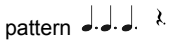


front of you and mirror you as they listen. Perform the following movements with each music section. Note: each section of 16 beats is 4 measures with 4 beats each.)

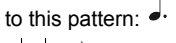
A (Gigue 1)

- a (16 beats, repeat) Tap air-walking, alternating hands following an imaginary path. Return to the original place during repeat.
- b (16 beats, repeat) Move forearms in front of you pointing left to this pattern:  Point right during repeat.

B (Gigue 2)

- c (16 beats, repeat) March in place, swinging arms.
- d (16 beats, repeat) Clap to the left with this pattern  Clap to the right on repeat.

A (Gigue 1)

- a (16 beats, repeat) Tap air-walking, alternating hands following an imaginary path. Return to the original place during repeat.
- b (16 beats, repeat) Move forearms in front of you pointing left to this pattern:  Point right during repeat.

MOVEMENT | Creative Movement

- Creative Movement:
Showing High and Low Pitch Registers
- Play, sing, or speak sounds for the children which are obviously

without teacher prompting

3.PE.9 Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.

3.PE.10 Practice personal responsibility in teacher-directed activities.

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

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

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

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

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:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

Lesson / Instruction

- Take time before PE to

Lesson 3: Sing Dotted Rhythms

Standards

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

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

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

Objectives:

- Read dotted quarter-eighth note rhythms.
- Sing and play ostinato patterns.

Lesson / Instruction

READ | Cape Cod Chantey

CONCEPT OVERVIEW | S2U3L3: Sing Dotted Rhythms: Interactive
 • Give students an overview of the lesson.
ACTIVITY | S2U3L3: Dotted Rhythms in a Chantey: Interactive
SONG ANTHOLOGY | Grade 6: Document

Have students:

- Read about dotted quarter notes and clap the rhythms.
- Read the rhythms of "Cape Cod Chantey" with syllables of your choice then with the words
 - Use Song Anthology p. 27 to see the complete

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:

- Continue learning 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:

- Continue learning their parts of the song from sheet music for the Spring Concert song.
- Play together after they have had time to warm up
 - Use the video to bring the Orff Orchestra together musically.

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

- instrument
- the shakuhachi, a flute made out of bamboo
- the small cymbals and bells/
- the large and small drums.

MUSIC SKILLS | Vocal Development
RESOURCE MASTERS | Grade 1: Document

Vocal Development

- **Have children play** the "Four Voices Game."
- **Use the cards** on **Resource Master 2•8, p. 25** flashcards of the four ways to use the voice: speaking, singing, calling, and whispering
 - Each child has a set of the four cards.
- Have **four children**, working as a team, perform their names in different voices.
 - Each child must use a different voice.
 - The other children must place their cards in the correct sequence of the voices heard.
- **Discuss with children** that using a calling or singing voice does not mean shouting or singing as loudly as they can.
- **Tell them** that protecting their voices is important.
- **Ask** if they have ever had a scratchy or tired voice, and tell them when they do, they should rest their voices.
- **Let them know** that they can hurt their voices by forcing themselves to sing or call too loudly, too high, or too low.

ANALYZE | Voice Type Use

ACTIVITY | S1U2L5: Voices: Interactive

- **Ask children** to revisit the questions they pondered earlier about what voices they will use today and when they will use them.

***Draw Conclusions**

PROGRESS CHECKPOINT

Informal Assessment

- **Have children perform** the words Sara Watashi in one of the five voices, as a



- high and low in pitch.
- Ask children to try to identify what they hear by holding their hands high over their heads for high-pitched sounds, and low, near the floor, for low-pitched sounds.
- Have them perform the same actions while listening to the "Gigue."
 - The contrasting sections are clearly high and low in pitch.
 - At first, to help them, you may wish to have them mirror you; then, on repeated hearings, have them show the high- and low-pitched sounds of each section on their own.

PROGRESS CHECKPOINT

Informal Assessment

- Ask children to sing "Hush, Little Baby." Observe children's ability to follow the sequence of verses as they sing.

Optional Reteaching

- If children have difficulty in remembering and singing the verses in the correct sequence, display the slide with audio of the song to remind children of the sequence of verses.

WRAP UP

- Remind children that they talk about the sequence of events to tell a story in a song.
- Invite them to say the rhyme "Saturday Is Car Day" replacing the second line with words appropriate to the end of music class, such as "We went back to our classroom".

SCHOOL TO HOME

We are learning these songs:

- "Hush, Little Baby," p. 28
- "London Bridge," p. 40

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

"Footloose"
Choreography and Vocals

Standards

practice the Spring Concert Song together as more practice playing together is needed.

- After practice, Rock Wall Climbing

Practice Time 2:45pm - 3:30pm

song
GRAPHIC ORGANIZER | Block Organizer—3x3: Interactive

- Have students chart the rhythms used in "Cape Cod Chantey" by filling out the Graphic Organizer with one one-measure rhythm per box.

PITCH SOUNDS AND SYMBOLS: Interactive

Have students:

- Review (if needed) pitch syllables and hand signs with Pitch Sounds and Symbols set up in D major.
- Identify the key, do, and the starting pitch of "Cape Cod Chantey." (Use Song Anthology p. 27 to see the complete song.) (D major; D; mi, F #)
- Sing the song with pitch syllables and hand signs.

ACTIVITY | Circle of Fifths: Interactive

- Have students review how to use the Circle of Fifths to find the key.

iSONG | Cape Cod Chantey: Interactive

Have students:

- Listen to "Cape Cod Chantey" and then sing it with the words.
- Sing the group parts as one or a few students sing the solo parts.
- Work for an energetic expression as well as accurate pitch and rhythm.
- Evaluate their work.
- Sing the song with the recorded accompaniment

SING | Ostinato and Cape Cod Chantey PART TO PLAY | S2U3L3: Cape Cod Chantey: Interactive

Have students:

- Identify the rhythms in the ostinato.
- Sing the ostinato on do, then perform it (without the recording) with "Cape Cod Chantey."

MUSIC SKILLS | Play, Listen, Notate

ORFF ORCHESTRATIONS | Grade 6: Document

ACTIVITY | Metronome: Interactive

Play You may wish to teach students the Orff accompaniment for "Cape Cod Chantey" found in Orff Orchestration O•19 p. 80.

arts, other disciplines, varied contexts, and daily life.

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

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

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

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

MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

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

MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal

leader points to one of the photographs on the slide **ACTIVITY | Voices**, in the slide above.

Optional Reteaching

- Have children echo you in performing the words Sara Watashi with each of the five voices.
- As a class, identify each voice.

WRAP UP

- Have children identify each of the five voices as you demonstrate each in turn, then choose a way to perform "Brush Your Teeth."
- Have children sing "Sara Watashi" ("Plate Passing") again, demonstrating vocal exploration in the new musical idea of using their voices to show different ways to perform the song.

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

Rock Wall Climbing

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.7 Recognize that physical activity causes physical changes.

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

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

K.PE.10 Acknowled



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, 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

Teach the parts individually, gradually building the ensemble. If Orff instruments are not available, keyboards and classroom percussion instruments or Virtual Instruments may be used. Continue to reinforce proper care, posture, and technique as they play. Encourage memorization of the vocal and instrumental parts.

RESOURCE MASTERS |
Grade 6: Document

Notate

- Use Resource Master R-9 p. 117 for more practice with dotted quarter and eighth rhythms.

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

Rock Wall Climbing

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 corrective teacher feedback.

3.PE.13 Recognize the role of rules and

rhythmic, melodic, and simple harmonic musical ideas.

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

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

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

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

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

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

ge 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

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

Lesson / Instruction

Easter Coloring Sheets -

Documents

- **Link:** <http://www.teacherspayteachers.com/My-Purchases>
- **Link:** <http://www.teacherspayteachers.com/Product/Spring-Summer-Music-Coloring-Worksheet-and-Word-Search-6911235?st=d34053ee0f1bdc4f291d>



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 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.

etiquette in physical activity with peers.

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

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:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

Lesson / Instruction

- Take time before PE to practice the Spring Concert Song together as more practice playing together is needed.
- After practice, Rock Wall Climbing

Recess 2:30pm - 2:45pm

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

**Section 2: Unit 3:
Lesson 3: Sing
Dotted Rhythms**

Standards

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

MU:Pr5.1.6a Identify and apply teacher-provided criteria

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

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

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

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

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

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

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

MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as

[8916bbd8fae6](https://www.teacherspayteachers.com/Product/Easter-Themed-Music-Worksheets-1160800?st=64d2565671eed0c23ab64b1eb2d0a94a)

- **Link:** <http://www.teacherspayteachers.com/Product/Easter-Themed-Music-Worksheets-1160800?st=64d2565671eed0c23ab64b1eb2d0a94a>
- **Link:** <http://www.teacherspayteachers.com/Product/MUSIC-FREE-Worksheets-K-5-Composing-Theory-Sub-Tub-Activities-2742035?st=64d2565671eed0c23ab64b1eb2d0a94a>
- **Link:** <http://www.teacherspayteachers.com/Product/MUSIC-FREE-K-5-Worksheets-Activities-Composing-Theory-Listening-Assessments-4576174?st=64d2565671eed0c23ab64b1eb2d0a94a>
- **Link:** <http://www.teacherspayteachers.com/Product/Easter-or-Spring-Color-by-Note-Mystery-Picture-6718470?st=64d2565671eed0c23ab64b1eb2d0a94a>
- **Link:** <http://www.teacherspayteachers.com/Product/FREE-Count-the-Peeps-A-Notes-and-Rests-Activity-1190704?st=64d2565671eed0c23ab64b1eb2d0a94a>
- **Link:** <http://www.teacherspayteachers.com/Product/Spring-Music-Color-by-Number-Music-Worksheet-Rhythm-Worksheet-9287105?st=f0138235e5b5d328e14c7ba33d414a9f>
- **Link:** <http://www.teacherspayteachers.com/FreeDownload/Music-Coloring-Worksheets-FREE-3237624>

Recess 1:45pm - 2:00pm

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

Rock Wall Climbing

Standards

2.PE.1 Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.

2.PE.7 Actively engage in health enhancement class in response to



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 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

(such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

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

Objectives:

- Read dotted quarter-eighth note rhythms.
- Sing and play ostinato patterns.

Lesson / Instruction

READ | Cape Cod Chantey

[CONCEPT OVERVIEW | S2U3L3: Sing Dotted Rhythms: Interactive](#)

- Give students an overview of the lesson.

[ACTIVITY | S2U3L3: Dotted Rhythms in a Chantey: Interactive](#)

[SONG ANTHOLOGY | Grade 6: Document](#)

- Have students:**
- Read about dotted quarter notes and clap the rhythms.
 - Read the rhythms of "Cape Cod Chantey" with syllables of your choice then with the words
 - Use Song Anthology p. 27 to see the complete song

[GRAPHIC ORGANIZER | Block Organizer—3x3: Interactive](#)

- Have students chart the rhythms used in "Cape Cod Chantey" by filling out the Graphic Organizer with one one-measure rhythm per box.

PITCH SOUNDS AND SYMBOLS: Interactive

- Have students:**
- Review (if needed) pitch syllables and hand signs with Pitch Sounds and Symbols set up in D major.
 - Identify the key, do, and the starting pitch of

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

FOCUS ON PLAYING TOGETHER WITH PROPER STRUMMING PATTERN, AND PLAYING THE CODA AT A SLOWER PACE

- 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
 - 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

instruction and practice.

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

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

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

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

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

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

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

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

2.PE.18 Compare physical activities that bring confidence and challenges; and

- Objectives:**
- To move safely from the ground to a desired objective on the climbing surface, and return.
 - Improve gross motor skills as children use their arms and legs to scale the wall
 - Enhance fine motor skills as children grip the hand holds and



expressive preferences in the evaluation of music for specific purposes.
Objectives: <ul style="list-style-type: none"> Continue practicing the lyrics and choreography for the Spring Concert song.
Lesson / Instruction SPECIAL GUESTS TO COME FROM 5TH GRADE TO HELP WITH CHOREOGRAPHY Have students: <ul style="list-style-type: none"> Watch video of Kevin Bacon going back to the school for prom for Footloose's 40th anniversary. http://youtu.be/mjEoUKpeyxl?si=YC_4hH5_slOr6KSx Watch interview Kevin Bacon Going Undercover as High School Student for 'Footloose' http://youtu.be/c7Z69rbRfYg?si=fS245P3HDsh5fmVz Continue working on memorizing the lyrics of "Footloose" SLOW DOWN MUSIC ON YOUTUBE TO MATCH WHAT STUDENTS ARE CAPABLE OF FOLLOWING Line Dance Choreography: LINK: http://youtu.be/JEAl8ZCvrEo?si=FjYsdg3ARbkOQC8F
Materials / Resources / Technology Singers Valeri William Zoe Scott Rest are singers
Notes / Reflection Costume and Prop Ideas: <ul style="list-style-type: none"> Cowboy Hats Jeans Cowboys Boots Spiked Hair
Music - 5 1:45pm - 2:30pm Section 2: Unit 3: Lesson 2: Melodic Motion of a Major Scale

"Cape Cod Chantey." (Use Song Anthology p. 27 to see the complete song.) (D major; D; mi, F #) <ul style="list-style-type: none"> Sing the song with pitch syllables and hand signs.
ACTIVITY Circle of Fifths: Interactive <ul style="list-style-type: none"> Have students review how to use the Circle of Fifths to find the key.
iSONG Cape Cod Chantey: Interactive Have students: <ul style="list-style-type: none"> Listen to "Cape Cod Chantey" and then sing it with the words. Sing the group parts as one or a few students sing the solo parts. Work for an energetic expression as well as accurate pitch and rhythm. Evaluate their work. Sing the song with the recorded accompaniment
SING Ostinato and Cape Cod Chantey PART TO PLAY S2U3L3: Cape Cod Chantey: Interactive Have students: <ul style="list-style-type: none"> Identify the rhythms in the ostinato. Sing the ostinato on do, then perform it (without the recording) with "Cape Cod Chantey."
MUSIC SKILLS Play, Listen, Notate ORFF ORCHESTRATIONS Grade 6: Document ACTIVITY Metronome: Interactive Play You may wish to teach students the Orff accompaniment for "Cape Cod Chantey" found in Orff Orchestration O•19 p. 80. Teach the parts individually, gradually building the ensemble. If Orff instruments are not available, keyboards and classroom percussion instruments or Virtual Instruments may be used. Continue to reinforce proper care, posture, and technique as they play. Encourage memorization of the vocal and instrumental parts.
RESOURCE MASTERS Grade 6: Document Notate

move about the wall. <ul style="list-style-type: none"> Develop social skills with other students as they talk with their friends as they climb together
Lesson / Instruction Easter Coloring Sheets - Documents <ul style="list-style-type: none"> Link: http://www.teacherspayteachers.com/My-Purchases Link: http://www.teacherspayteachers.com/Product/Spring-Summer-Music-Coloring-Worksheet-and-Word-Search-6911235?st=d34053ee0f1bdc4f291d8916bbd8fae6 Link: http://www.teacherspayteachers.com/Product/Easter-Themed-Music-Worksheets-1160800?st=64d2565671eed0c23ab64b1eb2d0a94a Link: http://www.teacherspayteachers.com/Product/MUSIC-FREE-Worksheets-K-5-Composing-Theory-Sub-Tub-Activities-2742035?st=64d2565671eed0c23ab64b1eb2d0a94a Link: http://www.teacherspayteachers.com/Product/MUSIC-FREE-K-5-Worksheets-Activities-Composing-Theory-Listening-Assessments-4576174?st=64d2565671eed0c23ab64b1eb2d0a94a Link: http://www.teacherspayteachers.com/Product/Easter-or-Spring-Color-by-Note-Mystery-Picture-6718470?st=64d2565671eed0c23ab64b1eb2d0a94a Link: http://www.teacherspayteachers.com/Product/FREE-Count-the-Peeps-A-Notes-and-Rests-Activity-1190704?st=64d2565671eed0c23ab64b1eb2d0a94a Link: http://www.teacherspayteachers.com/Product/Spring-Music-Color-by-Number-Music-Worksheet-Rhythm-Worksheet-9287105?st=f0138235e5b5d328e14c7ba33d414a9f Link: http://www.teacherspayteachers.com/FreeDownload/Music-Coloring-Worksheets-FREE-3237624



Standards

5 Reading and notating music.

7 Evaluating music and music performances.

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

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

MU:Re7.1.6a 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.

Objectives:

- Read, analyze, and listen for stepwise melodic motion.

Concept:

- Tonality

Lesson / Instruction

READ | Melody of Humming Chorus

CONCEPT OVERVIEW | S2U3L2: Melodic Motion of a Major Scale: **Interactive**

- Give students an overview of the lesson.

PITCH SOUNDS AND SYMBOLS: Interactive

- **Optional: Use** Pitch Sounds and Symbols to review pitches and

- Use Resource Master R-9 p. 117 for more practice with dotted quarter and eighth rhythms.

Practice Time 2:45pm - 3:30pm



hand signs in B flat.
(Set up the pitches in that key.)

LISTENING | Humming

Chorus from Madama

Butterfly: Interactive

- **Identify** meter of the melody from "Humming Chorus," the rhythm symbols, and the number of beats of each of the tied notes. (4/4; paired eighths, quarter, dotted half, whole, tie; 7, 7, 7, 8)
- **Explain** the difference between a slur and a tie.
- **Pat** the beat and read the rhythm of the melody, saying hold for ?z?, this for ?, this long for ♩, and note for ?z? or use the numeric counting system.
- **Identify** do and the pitches used in the melody. (B b; low ti, do, re, and mi)
- **Read** the melody with pitch syllables and hand signs
- **Hum it.** Work for a beautiful resonant hum and good breath control.
- **Evaluate** their work.

DESCRIBE | Melodic

Motion

LISTENING | Humming

Chorus from Madama

Butterfly: Interactive

- **Describe** the melodic motion of the notated melody. (stepwise)

LISTEN | Humming

Chorus

ART GALLERY | Poster for

Madama Butterfly:

Interactive

- **Have students look at** the Art Gallery poster.

LISTENING | Humming

Chorus from Madama

Butterfly: Interactive

- **Have students read about** the "Humming Chorus."
- **Have them listen for** the stepwise melodic motion in the recording.
- **Ask them to describe** the mood created by the music. (Possible answers: calm, gentle, quiet, legato)

HISTORY AND CULTURE

| Madama Butterfly

LOCATOR MAP | Italy:

Interactive

Madama Butterfly

- Italian composer **Giacomo Puccini**



(1858–1924) is one of the great opera composers of all time.

- He is famous for his theatrical skill, melodic writing, and dramatic harmonies.
- His opera *Madama Butterfly* is about an American naval officer who marries a beautiful Japanese girl called "Butterfly." She remains faithful to her American husband even after he has gone back to the United States. When he returns to Japan with his American wife, Butterfly kills herself to keep her honor.

Recess 2:30pm - 2:45pm

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

**Section 2: Unit 3:
Lesson 2: Melodic
Motion of a Major
Scale**

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DESCRIBE | Melodic Motion



LISTENING | Humming
Chorus from Madama

Butterfly: Interactive

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LISTEN | Humming
Chorus

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