



Monday 04/21/2025	Tuesday 04/22/2025	Wednesday 04/23/2025	Thursday 04/24/2025	Friday 04/25/2025
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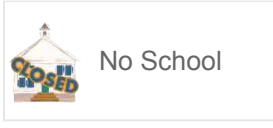
No School

School Day 142

School Day 143

School Day 144

School Day 145



No School

Event 7:00am - 7:01am

PreK and Kinder:
Boomwackers: "Sweet Child of Mine"
1st:
Choreo/Choir: "Old Time Rock and Roll"
2nd:
Choreo/Choir - "Footloose"
3rd:
Orff Orchestra: "Billie Jean"
4th
Ukulele Orchestra: "Surfin' U.S.A."
5th:
Choir: "I Love Rock and Roll" and "Jump"
6th:
Choreo/Choir: "Never Gonna Give You Up" (w/ "TNT")
Choir:
Choir: "Sweet Dreams"
Choir: "We Will Rock You"
BAND:
Electric Guitar
Solo "National Anthem"-
Band "Everybody Wants to Rule the World"

Breakfast Duty 8:00am - 8:20am

Choir - 7 & 8 8:35am - 9:30am

"We Will Rock You" and "Sweet Dreams"

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:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to

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Practice of Spring Concert songs: "Everybody Wants to Rule the World" and "National Anthem" (Luke)

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

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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 - 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

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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 simple rhythmic, melodic, and/or harmonic notation.

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

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

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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 purpose.

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

historical context inform performances and result in different musical effects.

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

Objectives:

- Practice lyrics and choreography for the Spring Concert.

Lesson / Instruction

Students will:

- Practice vocal warm-ups to prepare for singing the Spring Concert song.
- 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 - Pre K 12:15pm - 1:00pm

AEROBIC GAMES - #4

Standards

2.1c Exhibit a variety of small motor skills.

2.1e Engage in self-help skills.

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

2.2a Exhibit physical reflexes in response to stimulation.

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 - Kindergarten 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

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

Objectives:

- Practice lyrics and choreography for the Spring Concert.

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Students will:

- Practice vocal warm-ups to prepare for singing the Spring Concert song.
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<http://youtu.be/N37LiX43Aa0?si=ml9A3uskVR8U6NEG&t=11>
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- "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

AEROBIC GAMES - #4

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.

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 - 1 12:15pm - 1:00pm

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

AEROBIC GAMES - #4

Standards

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

K.PE.3 Move in different pathways,



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

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

2.2f Refine motor coordination and skills to play with toys and people.

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4c Indicate needs and wants.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines

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

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

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

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

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

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

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

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

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

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

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

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

Objectives:

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

Lesson / Instruction

Procedures: (10 min)

general space with different speeds, and in personal space to a rhythm.

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

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

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

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

K.PE.10 Acknowledge responsibility for behavior 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.16 Understand that physical activity is important for good health.

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



with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

2.6d Participate in simple games, dance, outdoor play, and other forms of movement.

2.6e Engage in activities requiring new skills, without adult assistance.

2.6f Participate in physically active games with peers.

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

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

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

2.7d Recognize 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.

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.

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

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- People Dodge (Card 4)

Go Fitness: (12 min)

- Locomotion Commotion (Card 110)

Go Activity: (15 min)

- Dragon's Tail (Card 119)

Cool-down: (5 min)

- People Dodge (Card 4)

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, refine, and document revisions to personal musical ideas, applying

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
- Drinks
- Bathroom

Warm-Up: (5 min)

- People Dodge (Card 4)

Go Fitness: (12 min)

- Locomotion Commotion (Card 110)

Go Activity: (15 min)

- Dragon's Tail (Card 119)

Cool-down: (5 min)

- People Dodge (Card 4)

Recess 1:45pm - 2:00pm

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

AEROBIC GAMES - #4

Standards

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

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

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

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

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



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:

- 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)

- People Dodge (Card 4)

Go Fitness: (12 min)

- Locomotion Commotion (Card 110)

Go Activity: (15 min)

- Dragon's Tail (Card 119)

Cool-down: (5 min)

- People Dodge (Card 4)

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

Badminton Unit

Standards

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

4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.

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,

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 the audience.

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

MU:Re7.2 Analyze -

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 ensemble performances.

MU:Pr5.1.3b Rehearse to refine technical

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.19 Discuss positive results gained from participating in physical activities with others.

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)

- People Dodge (Card 4)

Go Fitness: (12 min)

- Locomotion Commotion (Card 110)

Go Activity: (15 min)

- Dragon's Tail (Card 119)

Cool-down: (5 min)

- People Dodge (Card 4)



Practice Time 2:45pm - 3:30pm

both teacher-directed and independent.

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

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

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

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

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

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

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

Objectives:

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

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

(5 min) Introductory

Activities/Warm-Up:

- In pairs, line up along

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 guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers'

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 influenced by specific interests, experiences, or purposes.



the net line and hit back and forth (called rallying)

(12 min) Skill Development- Concept: Square Game – court movement patterns

- In pairs, make a square with 4 spots, 1 bean bag for each pair.
- Students have to try to toss the bean bag underhanded and make their partner miss catching the bean bag for a point.
- Progression: switch to tossing a birdie instead of a bean bag so students can see how birdie flies through the air

Rules:

- Ball has to go above head height
- Person has to get 1 foot out of square each time after they toss it
- Score by making the other person miss the toss, or have the other person throw the ball out of the square

(15 min) Culminating Activity Protect the dots game – movement patterns

- 4 spots, one for the tosser, 1 in the middle for the catcher, 2 scoring spots to the left and right 2m. from the middle spot (diamond shape)
- Tosser stands on his/her spot and tries to throw the bean bag onto one of the scoring

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 For Sub:
ANIMUSIC:
http://youtu.be/Z_vaBQa7Cs?sī=Ṛg7dS-e7mZs11pRe

Students will practice Boomwackers:

- Warm-up exercises:**
 - Link: http://youtu.be/sHlyCKE_vRM?si=iJGfCXxw8CCprCg0&t=1
 - Link: <http://youtu.be/m7OURv8z33Q?si=tC3WB6TeShRDrpeG>
 - Link: <http://youtu.be/ij6Pu0B5MLQ?si=PṘ8Hnw08PqA2g1LA>
- Sweet Child of Mine:**
 - Link: <http://youtu.be/tfJKz16JhQ?si=3qj7j0cUmjNKV-Br>

Students will practice singing their graduation song:

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

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

Section 2: Unit 3: Lesson 4: Practice a

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

MU:Cr1.1 Imagine -



spots, the catcher has to get there and catch it, toss it back, and then go back to their middle spot

- Each partner tosses for 2 minutes and then switch
- Each partner will get two or three 2 minute attempts at catching, depending on time

Rules:

- Tosser has to throw underhand
- Tosser hits the spot, 1 point; catcher catches 4 in a row, 1 point
- If catcher gets 8 in a row and 2 points, move the spots out 1 m. to make game more difficult
- If the tosser wins 2 points, move the spots in to make it easier for the catcher
- If tosser misses the spot and/or catcher does not catch the beanbag, no points are awarded

Progression:

- Tosser switches to tossing a birdie, with the catcher still using hands.

Progression:

- The catcher now uses a racket but holds it at the neck of the racket.
- The tosser now tosses a birdie instead of a beanbag.
- Instead of competing with one another, the pairs will work together to get as many hits in a row as they can, and compete against all the other pairs.
- Each partner will have the racket for 2-minute intervals, then they will switch.

Closure
Bring the students in; ask them questions about

Major Scale

Standards

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: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.

Objectives:

- Read and identify the key of a song in C major, sing it in canon, and play it on a keyboard.

Concept:

- Tonality

Lesson / Instruction

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, and simple harmonic musical ideas.

MU:Cr3.1.4a Evaluate



what made the activities successful. Reiterate our main points of the lesson.

Recess 1:45pm - 2:00pm

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

Badminton Unit

Standards

- 3.PE.1** Perform a combination of motor skills in various contexts.
- 3.PE.3** Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.
- 3.PE.4** Recognize the concept of open space in movement context.
- 3.PE.7** Engage in the activities of health enhancement class without teacher prompting
- 3.PE.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

READ | Wachtet Auf
CONCEPT OVERVIEW | S2U3L4: Practice a Major Scale: Interactive

- Give students an overview of the lesson.

SONG ANTHOLOGY | Grade 6: Document

Have students:

- Identify the meter, the beat on which "Wachtet auf" begins, and the dotted rhythms. (Use Song Anthology p. 304 to see the complete song.) (3/4 ; 3 or upbeat; in mm. 3, 5)
- Read and clap the rhythm of the song with syllables of your choice, then with the English words. (Explain that chanticleer means "rooster")

ACTIVITY | S2U3L4: C-major Scale Pitches in a Canon: Interactive

VIRTUAL INSTRUMENTS | Keyboards (Organ, Piano, Electric Piano, Harpsichord): Interactive

- Sight-read the example with pitch syllables and hand signs, then with letter names.

LOCATOR MAP |

Germany: Interactive

- Find Germany on the map.

Have students:

- Identify the key signature and the pitches used. (C major; do re mi fa so la ti do | re | and mi |)
- Echo you as you perform patterns from the song.
- Sight-read the song in English.

iPRONUNCIATION |

Wachtet auf (Waken Now): Interactive

- Have students listen to the pronunciation for "Wachtet auf" and practice the German words.

iSONG | Wachtet auf (Waken Now): Interactive

Have students:

- Listen to "Wachtet auf."
- Sing the song in unison in German and English.
 - Use their head voice, working for accurate intonation in a wide range, rhythm, phrasing, and expression.
- Evaluate their work.

SING | Wachtet auf in

te, 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 analyzing selected music, read and perform using iconic



others.

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

Objectives:

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

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

(5 min) Introductory Activities/Warm-Up:

- In pairs, line up along the net line and hit back and forth (called rallying)

(12 min) Skill Development- Concept:

Square Game – court movement patterns

- In pairs, make a square with 4 spots, 1 bean bag for each pair.
- Students have to try to toss the bean bag underhanded and make their partner miss catching the bean bag for a point.
- Progression: switch to tossing a birdie instead of a bean bag so students can see how birdie flies through the air

Rules:

- Ball has to go above head height
- Person has to get 1 foot out of square each

Canon with Descant
iSONG | Wachtet auf (Waken Now): Interactive

Have students:

- Sing "Wachtet auf" as a canon without accompaniment.
- Listen to the recording of "Wachtet auf" with attention to the canon.
- Sing "Wachtet auf" as a canon with the recording.

PLAYALONG | S2U3L4:
Wachtet auf: Interactive

- Have students add the descant. This can be sung or played.
- Have students sing "Wachtet auf" with the recorded accompaniment

MUSIC SKILLS | Keyboard, Arrange VIRTUAL INSTRUMENTS | Keyboards (Organ, Piano, Electric Piano, Harpsichord): Interactive

Keyboard

- Invite volunteers to play an ascending and descending C-major scale on a keyboard instrument.
- Have them notice that the notes are all white keys. Have them play it again and extend the scale to mi |.
- Finally, have students take turns playing the song on the keyboard.

Arrange

- Have students make an arrangement of "Wachtet auf," including unison, canon, descant, voices, instruments, languages, introduction, coda, chords, roots, and so on.

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

Badminton Unit

Standards

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

5.PE.3 Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of

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, and timbre) are used in performers' and personal



time after they toss it

- Score by making the other person miss the toss, or have the other person throw the ball out of the square

(15 min)
Culminating Activity
Protect the dots game – movement patterns

- 4 spots, one for the tosser, 1 in the middle for the catcher, 2 scoring spots to the left and right 2m. from the middle spot (diamond shape)
- Tossers stand on his/her spot and try to throw the bean bag onto one of the scoring spots, the catcher has to get there and catch it, toss it back, and then go back to their middle spot
- Each partner tosses for 2 minutes and then switch
- Each partner will get two or three 2 minute attempts at catching, depending on time

Rules:

- Tossers have to throw underhand
- Tossers hit the spot, 1 point; catcher catches 4 in a row, 1 point
- If catcher gets 8 in a row and 2 points, move the spots out 1 m. to make game more difficult
- If the tosser wins 2 points, move the spots in to make it easier for the catcher
- If tosser misses the spot and/or catcher does not catch the beanbag, no points are awarded

Progression:

traditional and contemporary American Indian cultures.

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 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:

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



- Tosser switches to tossing a birdie, with the catcher still using hands.

Progression:

- The catcher now uses a racket but holds it at the neck of the racket.
- The tosser now tosses a birdie instead of a beanbag.
- Instead of competing with one another, the pairs will work together to get as many hits in a row as they can, and compete against all the other pairs.
- Each partner will have the racket for 2-minute intervals, then they will switch.

Closure

Bring the students in; ask them questions about what made the activities successful. Reiterate our main points of the lesson.

Practice Time 2:45pm - 3:30pm

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

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

(5 min) Introductory

Activities/Warm-Up:

- In pairs, line up along the net line and hit back and forth (called rallying)

(12 min) Skill

Development-

Concept:

Square Game – court movement patterns

- In pairs, make a square with 4 spots, 1 bean bag for each pair.
- Students have to try to toss the bean bag underhanded and make their partner miss catching the bean bag for a point.
- Progression: switch to tossing a birdie instead of a bean bag so students can see how birdie flies through the air

Rules:

- Ball has to go above head height
- Person has to get 1 foot out of square each time after they toss it
- Score by making the other person miss the toss, or have the other person throw the ball out of the square



(15 min)

Culminating

Activity

Protect the dots

game –

movement

patterns

- 4 spots, one for the tosser, 1 in the middle for the catcher, 2 scoring spots to the left and right 2m. from the middle spot (diamond shape)
- Tossers stand on his/her spot and try to throw the bean bag onto one of the scoring spots, the catcher has to get there and catch it, toss it back, and then go back to their middle spot
- Each partner tosses for 2 minutes and then switch
- Each partner will get two or three 2 minute attempts at catching, depending on time

Rules:

- Tossers have to throw underhand
- Tossers hit the spot, 1 point; catcher catches 4 in a row, 1 point
- If catcher gets 8 in a row and 2 points, move the spots out 1 m. to make game more difficult
- If the tosser wins 2 points, move the spots in to make it easier for the catcher
- If tosser misses the spot and/or catcher does not catch the beanbag, no points are awarded

Progression:

- Tossers switch to tossing a birdie, with the catcher still using hands.

Progression:

- The catcher now uses a racket but holds it at the neck of the racket.



- The tosser now tosses a birdie instead of a beanbag.
- Instead of competing with one another, the pairs will work together to get as many hits in a row as they can, and compete against all the other pairs.
- Each partner will have the racket for 2-minute intervals, then they will switch.

Closure

Bring the students in; ask them questions about what made the activities successful. Reiterate our main points of the lesson.

Recess 2:30pm - 2:45pm

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

**Section 2: Unit 3:
Lesson 4: Practice a Major Scale**

Standards

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: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 Perfor



m 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.

Objectives:

- Read and identify the key of a song in C major, sing it in canon, and play it on a keyboard.

Concept:

- Tonality

Lesson / Instruction

READ | Wacht Auf

CONCEPT OVERVIEW |

S2U3L4: Practice a Major

Scale: Interactive

- Give students an overview of the lesson.

SONG ANTHOLOGY |

Grade 6: Document

Have students:

- Identify the meter, the beat on which "Wacht auf" begins, and the dotted rhythms. (Use Song Anthology p. 304 to see the complete song.) (3/4 ; 3 or upbeat; in mm. 3, 5)
- Read and clap the rhythm of the song with syllables of your choice, then with the English words. (Explain that chanticleer means "rooster")

ACTIVITY | S2U3L4: C-

major Scale Pitches in a

Canon: Interactive

VIRTUAL INSTRUMENTS

| Keyboards (Organ,

Piano, Electric Piano,

Harpsichord): Interactive



- Sight-read the example with pitch syllables and hand signs, then with letter names.

LOCATOR MAP |

Germany: Interactive

- Find Germany on the map.

Have students:

- Identify the key signature and the pitches used. (C major; do re mi fa so la ti do | re | and mi |)
- Echo you as you perform patterns from the song.
- Sight-read the song in English.

iPRONUNCIATION |

Wachet auf (Waken Now):

Interactive

- Have students listen to the pronunciation for "Wachet auf" and practice the German words.

iSONG | Wachet auf

(Waken Now): Interactive

Have students:

- Listen to "Wachet auf."
- Sing the song in unison in German and English.
 - Use their head voice, working for accurate intonation in a wide range, rhythm, phrasing, and expression.
- Evaluate their work.

SING | Wachet auf in Canon with Descant

iSONG | Wachet auf

(Waken Now): Interactive

Have students:

- Sing "Wachet auf" as a canon without accompaniment.
- Listen to the recording of "Wachet auf" with attention to the canon.
- Sing "Wachet auf" as a canon with the recording.

PLAYALONG | S2U3L4:

Wachet auf: Interactive

- Have students add the descant. This can be sung or played.
- Have students sing "Wachet auf" with the recorded accompaniment

MUSIC SKILLS |

Keyboard, Arrange

VIRTUAL INSTRUMENTS

| Keyboards (Organ,

Piano, Electric Piano,

Harpsichord): Interactive

Keyboard

- Invite volunteers to play an ascending and descending C-major scale on a keyboard instrument.



- Have them notice that the notes are all white keys. Have them play it again and extend the scale to mi |.
- Finally, have students take turns playing the song on the keyboard.

Arrange

- Have students make an arrangement of "Wachet auf," including unison, canon, descant, voices, instruments, languages, introduction, coda, chords, roots, and so on.