



Monday 04/28/2025	Tuesday 04/29/2025	Wednesday 04/30/2025	Thursday 05/01/2025	Friday 05/02/2025
School Day 146	School Day 147	School Day 148	School Day 149	School Day 150
<p>Event 7:00am - 7:01am</p> <p><u>PreK and Kinder:</u> Boomwackers: "Sweet Child of Mine" <u>1st:</u> Choreo/Choir: "Old Time Rock and Roll" <u>2nd:</u> Choreo/Choir - "Footloose" <u>3rd:</u> Orff Orchestra: "Billie Jean" <u>4th</u> Ukulele Orchestra: "Surfin' U.S.A." <u>5th:</u> Choir: "I Love Rock and Roll" and "Jump" <u>6th:</u> Choreo/Choir: "Never Gonna Give You Up" (w/ "TNT") <u>Choir:</u> Choir: "Sweet Dreams" Choir: "We Will Rock You" <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" <u>1st:</u> Choreo/Choir: "Old Time Rock and Roll" <u>2nd:</u> Choreo/Choir - "Footloose" <u>3rd:</u> Orff Orchestra: "Billie Jean" <u>4th</u> Ukulele Orchestra: "Surfin' U.S.A." <u>5th:</u> Choir: "I Love Rock and Roll" and "Jump" <u>6th:</u> Choreo/Choir: "Never Gonna Give You Up" (w/ "TNT") <u>Choir:</u> Choir: "Sweet Dreams" Choir: "We Will Rock You" <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" <u>1st:</u> Choreo/Choir: "Old Time Rock and Roll" <u>2nd:</u> Choreo/Choir - "Footloose" <u>3rd:</u> Orff Orchestra: "Billie Jean" <u>4th</u> Ukulele Orchestra: "Surfin' U.S.A." <u>5th:</u> Choir: "I Love Rock and Roll" and "Jump" <u>6th:</u> Choreo/Choir: "Never Gonna Give You Up" (w/ "TNT") <u>Choir:</u> Choir: "Sweet Dreams" Choir: "We Will Rock You" <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" <u>1st:</u> Choreo/Choir: "Old Time Rock and Roll" <u>2nd:</u> Choreo/Choir - "Footloose" <u>3rd:</u> Orff Orchestra: "Billie Jean" <u>4th</u> Ukulele Orchestra: "Surfin' U.S.A." <u>5th:</u> Choir: "I Love Rock and Roll" and "Jump" <u>6th:</u> Choreo/Choir: "Never Gonna Give You Up" (w/ "TNT") <u>Choir:</u> Choir: "Sweet Dreams" Choir: "We Will Rock You" <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" <u>1st:</u> Choreo/Choir: "Old Time Rock and Roll" <u>2nd:</u> Choreo/Choir - "Footloose" <u>3rd:</u> Orff Orchestra: "Billie Jean" <u>4th</u> Ukulele Orchestra: "Surfin' U.S.A." <u>5th:</u> Choir: "I Love Rock and Roll" and "Jump" <u>6th:</u> Choreo/Choir: "Never Gonna Give You Up" (w/ "TNT") <u>Choir:</u> Choir: "Sweet Dreams" Choir: "We Will Rock You" <u>BAND:</u> Electric Guitar Solo "National Anthem"- Band "Everybody Wants to Rule the World"</p>
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<p>Choir - 7 & 8 8:35am - 9:30am</p> <p>Substitute Teacher Today (PRAXIS TEST DAY)</p> <p>Standards MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance. MU:Pr4.3 Interpret -</p>	<p>Band - 7 & 8 8:35am - 9:30am</p> <p>Practice of Spring Concert songs: "Everybody Wants to Rule the World" and "National Anthem" (Luke)</p> <p>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 Dem</p>	<p>Choir - 7 & 8 8:35am - 9:30am</p> <p>"We Will Rock You" and "Sweet Dreams"</p> <p>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</p>	<p>Band - 7 & 8 8:35am - 9:30am</p> <p>Practice of Spring Concert songs: "Everybody Wants to Rule the World" and "National Anthem" (Luke)</p> <p>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 Dem</p>	<p>Choir - 7 & 8 8:35am - 9:30am</p> <p>"We Will Rock You" and "Sweet Dreams"</p> <p>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</p>



Develop personal interpretations that consider creators' intent.

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

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

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:Re7.2.8a Compare how the elements of music and

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 document personal musical ideas for arrangements, songs, and compositions within expanded forms that

personal choices and intent when creating, performing, and responding to music.

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expressive qualities relate to the structure within programs of music.

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.

Lesson / Instruction

Students will:

- Watch several videos about music history
- Answer questions on worksheets about the videos

Prep 9:33am - 11:30am
Lunch 11:30am - 12:15pm

Music - Pre K 12:15pm - 1:00pm
Substitute Teacher Today (PRAXIS TEST DAY)

Standards

MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:Pr4.2.8a Compare the structure of

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

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MU:Pr4.2 Analyze - Analyze the structure and context of varied



contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

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

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

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:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re7.2.8b Identify and compare the

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 simple rhythmic, melodic, and/or harmonic notation.

MU:Pr4.2.8c Identify how cultural and

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



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.

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

MU:Cn11.0.PreKa 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:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Re7.1.PreKa With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.

MU:Re7.2.PreKa Wi

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 purpose.

MU:Re7.2.8b Identify and compare the context of programs of music from a

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th substantial guidance, explore musical contrasts in music.

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

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

MU:Re9.1.PreKa Wi th substantial guidance, talk about personal and expressive preferences in music.

Lesson / Instruction

- Students will:**
- Watch several videos about music history
 - Answer questions on worksheets about the videos

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

Substitute Teacher Today (PRAXIS TEST DAY)

Standards

MU:Cn11.0.8a Dem onstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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'

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

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

AEROBIC GAMES - #5

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

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"
- 1. Major Scale Warm-UP**
<http://youtu.be/N37LiX43Aa0?si=ml9A3uskVR8U6NEG&t=11>
 - 2. Minor Scale Warm-Up:** <http://youtu.be/489e7lizfp4?si=NaVaFjRTw1vjnCbw>
 - 3. "Ah, Poor Bird"**
Choral Song
 - 4. 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

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 ideas and works with varied context to deepen understanding.

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

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

AEROBIC GAMES - #5

Standards

- 1.PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.2** Combine locomotor and

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"
- 1. Major Scale Warm-UP**
<http://youtu.be/N37LiX43Aa0?si=ml9A3uskVR8U6NEG&t=11>
 - 2. Minor Scale Warm-Up:** <http://youtu.be/489e7lizfp4?si=NaVaFjRTw1vjnCbw>
 - 3. "Ah, Poor Bird"**
Choral Song
 - 4. 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

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

"Old Time Rock and Roll" Choreography and Singing

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn11.0** Connect 11 - Relate musical ideas and works with varied context to deepen understanding.



intent.

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

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

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:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of

coordination.

2.2a Exhibit physical reflexes in response to stimulation.

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

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

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

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3a Respond to touch, movement, and sound.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3e Manipulate materials to explore sound.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through

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 musical ideas.

MU:Cr2.1.Ka With guidance, organize personal musical

nonlocomotor motor skills in a teacher-designed dance.

1.PE.3 Move in self-space.

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

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

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

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

MU:Cn11.0.1a 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:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

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

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

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

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



music.

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.

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

MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.

Lesson / Instruction

Students will:

- Watch several videos about music history
- Answer questions on worksheets about the videos

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

Substitute Teacher Today (PRAXIS TEST DAY)

Standards

MU:Cn11.0.8a Demonstrate

movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

2.6d 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

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 context.

MU:Pr4.1.Ka With guidance, demonstrate and

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.

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)

- Automobile (Card 57)

Go Fitness: (12 min)

- Race and Reach (Card 169)

Go Activity: (15 min)

- Musical Hoops (Card 65)

Cool-down: (5 min)

- Automobile (Card 57)

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

personal and ensemble performances, individually or in collaboration with others.

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

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

MU:Re8.1 Interpret - Support interpretations of musical works that reflect



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

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

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

behaviors in 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.

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)

- Automobile (Card 57)

Go Fitness: (12 min)

- Race and Reach (Card 169)

Go Activity: (15 min)

- Musical Hoops (Card 65)

Cool-down: (5 min)

- Automobile (Card 57)

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.6 Analyze

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 - Analyze how the structure and context of varied musical works inform the response. Enduring

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 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.

creators'/performers' expressive intent.

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

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

Objectives:

- Students will learn choreography and lyrics for Spring Concert song

Lesson / Instruction

Students will:

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

Notes / Reflection

Costumes and Props:

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



established criteria.

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:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.

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.

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

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

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

opportunities for participating in physical activities outside health enhancement class.

4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.

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

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

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

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

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

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

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

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

Objectives:

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' expressive intent.

MU:Re9.1.Ka With guidance, apply personal and

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 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

**EASY COSTUME:
RISKY BUSINESS**



Audience participation near the end of the song.

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

AEROBIC GAMES - #5

Standards

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

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

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

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

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

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

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

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



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

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

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

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

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Lesson / Instruction

Students will:

- Watch several videos about music history
- Answer questions on worksheets about the videos

Recess 2:30pm - 2:45pm

Band/Choir - 6 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)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

- Practice volleying a birdie back and forth to a partner

Main Activity: Badminton

(35 min) Need: Net,

Badminton Racquets, and Birdies

- **Play:** With four in a team, play a game with all the rules taught thus far
 - **Review:** Serving (which side is the service side, when to switch sides, etc)

Cool-down (5 min)

- Let students know that we will be wrapping up soon, and to cool down with light "rallying."

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

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_vRM?si=JGfCXxw8CCprCg0&t=1
 - Link: <http://youtu.be/m7OURv8z33Q?si=tC3WB6TeShRDripeG>
 - Link: <http://youtu.be/ij6PuoB5MLQ?si=PT8HnwO8PqA2g1LA>
- **Sweet Child of Mine:**
 - Link: <http://youtu.be/iFJKz16JhQ?si=3qi7j0cUmjNkV-Br>

Students will practice singing their graduation song:

- **Yay, Yay! It's Graduation Day!**
 - Link: <http://youtu.be/EwrW8LPHIM4?si=nwTBpIpl4udRthc8>

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

Section 2: Unit 3: Lesson 5: Syncopation

Standards

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

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.

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."

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:

- 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)

- Automobile (Card 57)

Go Fitness: (12 min)

- Race and Reach (Card 169)

Go Activity: (15 min)

- Musical Hoops (Card 65)

Cool-down: (5 min)

- Automobile (Card 57)

Recess 1:45pm - 2:00pm

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

AEROBIC GAMES - #5

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 instruction and practice.



Substitute Teacher Today (PRAXIS TEST DAY)

Standards

MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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.

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 etiquette in physical activity with peers.

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

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

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

3.PE.18 Discuss the challenge that comes from learning a new physical activity; and

Objectives:

- Practice and improve fundamental striking and badminton skills (racket grip, forehand, backhand, ready position)
- Actively participate in badminton lead-up games and challenged

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 syncopated rhythms.

Lesson / Instruction

Singing (harmonizing)

READ | Do Lord CONCEPT OVERVIEW | S2U3L5: Syncopation

- Give students an overview of the lesson.

ACTIVITY | S2U3L5: Syncopated Rhythms: Interactive

Have students:

- Read about syncopated rhythms, clapping the _____ and the new pattern that is created after the tie is added.
- Echo-clap the four syncopated rhythm patterns.

SONG ANTHOLOGY | Grade 6: Interactive

Have students:

- Identify which rhythm patterns are in the song. (Use **Song Anthology p. 67** to see the complete song.) (2, 3)
- Identify the names of all the rhythms. (**eighth, quarter, paired eighths, half, dotted quarter, whole**)
- Sight-read and clap the rhythm of the song with syllables of your choice, then with the words.

PITCH SOUNDS AND SYMBOLS: Interactive

Have students review the

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 - 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

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

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

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

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

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

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

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

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

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

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

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



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

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:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.

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.

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

MU:Cn11.0.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Pr4.2.6a Explain how understanding the structure and the

to utilize learned skills and develop physical fitness

- Have fun being physically active

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

- Practice volleying a birdie back and forth to a partner

Main Activity: Badminton

(35 min) Need: Net,

Badminton Racquets, and Birdies

- **Play:** With four in a team, play a game with all the rules taught thus far
 - **Review:** Serving (which side is the service side, when to switch sides, etc)

Cool-down (5 min)

- Let students know that we will be wrapping up soon, and to cool down with light "rallying."

Practice Time 2:45pm - 3:30pm

pitches in *G major* and *hand signs, if needed. (Set up Pitch Sounds and Symbols in G major.)*

Have students:

1. Identify do and the starting pitch of "Do Lord." (G; so or D')
2. Read the song with pitch syllables and hand signs then with the words.

COMPARE | Rhythms in Two Songs

iSONG | Cape Cod

Chantey

1. Have students review "Cape Cod Chantey" and read and clap the rhythm of m.7 of the melody (*bound for Aus-*).
2. Ask them to compare that rhythm pattern to the _____ rhythms found in "Do Lord."
 - The pattern is also syncopated; the notation is augmented, which means the note values are doubled.)

iSONG | Do Lord:

Interactive

Have students:

1. Listen to the recording of "Do Lord."
2. Sing "Do Lord" with the recording.
3. Sing "Do Lord" with the recorded accompaniment

SOM G6 | ASL Do Lord

Instruction: Video

SOM G6 | ASL Do Lord

Demo: Video

RESOURCE MASTERS |

Grade 6: Document

(Optional:)

- Use the videos of the Sign Language for "Do Lord" (Instruction and Demo) or **Resource Master S•7 p. 185** to teach students American Sign Language for "Do Lord."

MUSIC SKILLS | Rhythm.

Guitar, Notate, Orff

RESOURCE MASTERS |

Grade 6: Document

Rhythm

1. Use **Resource Master R•10 p. 118** for practice with syncopation. The **Answer Key is on p. 198.**
2. Distribute a copy of the worksheet to each student in your class.
3. Students may work independently or in small groups to

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, 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.

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)

- Automobile (Card 57)

Go Fitness: (12 min)

- Race and Reach (Card 169)

Go Activity: (15 min)

- Musical Hoops (Card 65)

Cool-down: (5 min)

- Automobile (Card 57)

Practice Time 2:45pm - 3:30pm



elements of music are used in music selected for performance.

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

MU:Pr4.2.6c Identify how cultural and historical context inform performances.

MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.

MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

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

MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces.

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:Re8.1 Interpret -

complete the page.

GUITAR | Grades 6-8:

Documents

Guitar

1. Use **Guitar G•16 p. 40-41** to play "Do Lord" on guitar.
2. The accompaniment includes a swing-beat strum pattern and the chords G, D, C, Am, B7, Em, D7.

ACTIVITY | Staff Paper |

Four 5-line Staves:

Interactive

Notate

1. Have a student write the rhythm of the last two lines of "Do Lord" from dictation.
2. Have them notice that the rhythm for the first three lines is the same.
3. Clap the rhythm of the song from memory.

ORFF

ORCHESTRATIONS |

Grade 6: Document

Orff

- Use **Orff Orchestration O•20 p. 85** for an accompaniment to "Do Lord."

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.7 Actively participate in all activities of health enhancement class.

5.PE.8 Differentiate between skill-related and health-related fitness.

5.PE.9 Identify the need for warm-up and cool-down activities related to various physical activities.

5.PE.10 Participate in physical activity with responsible interpersonal behavior.

5.PE.11 Participate

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 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



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

Lesson / Instruction

Students will:

- Watch several videos about music history
- Answer questions on worksheets about the videos

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.

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)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

- Practice volleying a birdie back and forth to a partner

Main Activity: Badminton

(35 min) **Need:** Net, Badminton Racquets, and Birdies

- **Play:** With four in a team, play a game with all the rules taught thus far
 - **Review:** Serving (which side is 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 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 /



service side, when to switch sides, etc)

Cool-down (5 min)

- Let students know that we will be wrapping up soon, and to cool down with light "rallying."

Recess 2:30pm - 2:45pm

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

**Section 2: Unit 3:
Lesson 5:
Syncopation**

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 syncopated rhythms.

Lesson / Instruction

Singing (harmonizing)

READ | Do Lord

CONCEPT OVERVIEW |

S2U3L5: Syncopation

- Give students an overview of the lesson.

ACTIVITY | S2U3L5:

Syncopated Rhythms:

Interactive

Have students:

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



1. Read about syncopated rhythms, clapping the _____ and the new pattern that is created after the tie is added.
2. Echo-clap the four syncopated rhythm patterns.

SONG ANTHOLOGY |

Grade 6: Interactive

Have students:

1. Identify which rhythm patterns are in the song. (Use **Song Anthology p. 67** to see the complete song.) (2, 3)
2. Identify the names of all the rhythms. (***eighth, quarter, paired eighths, half, dotted quarter, whole***)
3. Sight-read and clap the rhythm of the song with syllables of your choice, then with the words.

PITCH SOUNDS AND

SYMBOLS: Interactive

*Have students review the pitches in G major and hand signs, if needed. (Set up **Pitch Sounds and Symbols in G major**.)*

Have students:

1. Identify do and the starting pitch of "Do Lord." (G; so or D')
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COMPARE | Rhythms in

Two Songs

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Grade 6: Document

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Guitar, Notate, Orff

RESOURCE MASTERS |

Grade 6: Document

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ACTIVITY | Staff Paper |

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ORFF

ORCHESTRATIONS |

Grade 6: Document

Orff

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