



Monday 04/07/2025	Tuesday 04/08/2025	Wednesday 04/09/2025	Thursday 04/10/2025	Friday 04/11/2025
School Day 132	School Day 133	School Day 134	School Day 135	School Day 136
Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am
Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am
"We Will Rock You" and "Sweet Dreams"	Practice of Spring Concert songs: "Everybody Wants to Rule the World" and "National Anthem" (Luke)	"We Will Rock You" and "Sweet Dreams"	Practice of Spring Concert songs: "Everybody Wants to Rule the World" and "National Anthem" (Luke)	"We Will Rock You" and "Sweet Dreams"
Standards	Standards	Standards	Standards	Standards
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MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts	MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts	MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts	MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts	MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts
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create musical work(s) that meet appropriate criteria.

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

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

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

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

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

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

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

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

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

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

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

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MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

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

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

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

MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior)

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and audience etiquette appropriate for venue, purpose, context, and style.

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

MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

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

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

Objectives:

- Practice lyrics and choreography for the Spring Concert.

Lesson / Instruction

Students will:

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

Materials / Resources / Technology

Props for Spring Concert:

- 80's outfits
- Rocker's hair

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

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Objectives:

- Practice lyrics and choreography for the Spring Concert.

Lesson / Instruction

Students will:

- Practice instruments that will be used for Spring Concert songs
- Practice vocal warm-ups to prepare for singing for Spring Concert song.
- Practice memorizing the words of the song

Materials / Resources / Technology

Props for Spring Concert:

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

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

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



**Grade PreK |
Spotlight on Music:
Unit 3: Families:
Lesson 1: Songs
Can Be Sung in
Order**

Standards

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

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

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

MU:Pr4.1.PreKa With substantial

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

AEROBIC GAMES - #3

Standards

2.1c Exhibit a variety of small motor skills.

2.1e Engage in self-help skills.

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

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

2.2c 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.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

**Boomwackers:
"Sweet Child of Mine"**

Standards

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

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

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

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

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

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

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

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

AEROBIC GAMES - #3

Standards

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

1.PE.3 Move in self-space.

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

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

1.PE.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

"Old Time Rock and Roll" Choreography and Singing

Standards

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MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

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



guidance, demonstrate and state preference for varied musical selections.

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

Concept:

- Form

Objectives:

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

Lesson / Instruction

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

Students will practice Boomwackers.

- **Warm-up exercises:**
 - Link: http://youtu.be/sHlyCKE_vRM?si=iUjGfCXxw8CCPrCg0&t=1
 - Link: <http://youtu.be/m7OURv8z33Q?si=Cswy5uTeSHRDrpeG>
 - Link: <http://youtu.be/ij6PuoB5MLQ?si=PT8HwQ8PAA2g1tA>
- **Sweet Child of Mine:**
 - Link: <http://youtu.be/tFJKz16JhQ?si=3q7i0eLmNKV-Br>

Students will practice singing song:

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

INTRODUCTION

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

- Give an overview of the lesson using slide.

POETRY | S1U3L1:

Saturday Is Car

Day: Interactive

- Read aloud the rhyme to the children.

LET'S BEGIN | Saturday

Is Car Day

ACTIVITY | S1U3L1:

Saturday Fun!: Interactive

Where shall we go?

Choose the place. Say the rhyme.

- Display the interactive slide and invite children to select a place they would like to go in the car, from the images shown: playground, birthday party, zoo, grocery store, circus,

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

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 with growing independence.

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

2.6e Engage in activities requiring new skills, with adult assistance.

2.6f Participate in physically active games with peers.

2.7i Control or appropriately express intense emotions most of the time.

2.7h Make choices about behaviors or activities when presented with alternatives.

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7d Recognize rules and follow basic safety instructions.

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

as beat and melodic contour).

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

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

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

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

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

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

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

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

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

types.

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

Objectives:

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

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Count Down (Card 59)

Go Fitness: (12 min)

- Hibernation (Card 124)

Go Activity: (15 min)

- Keeping Your Flock (Card 108)

Cool-down: (5 min)

- Count Down (Card 59)

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

performance.

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

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

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

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

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

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

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

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



or aquarium.

- **Ask a volunteer to click and drop the tile** in the target area.
- **Replace** the second line of the rhyme with this line: *We went to (name of place)*.
- **Continue adding** names of places in cumulative order each time you repeat the rhyme.
- **Then say with children** the new rhyme, pointing to the pictures in order.

LINKS | Art Gallery
[ART GALLERY | Cradle: Interactive](#)

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

LISTEN | Hush, Little Baby
[ACTIVITY | S1U3L1: Hush, Little Baby: Interactive](#)
Say: Let's listen and rock our babies to "Hush, Little Baby."

Have children:

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

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

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

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

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)

- Count Down (Card 59)

Go Fitness: (12 min)

- Hibernation (Card 124)

Go Activity: (15 min)

- Keeping Your Flock (Card 108)

Cool-down: (5 min)

- Count Down (Card 59)

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

TENNIS - LESSON #8

Standards

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

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

performances, individually or in collaboration with others.

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

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

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

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

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

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

MU:Pr6.1.Ka With guidance, perform

to a specific purpose and context.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

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

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

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

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

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr4.2.3a Demon

expression.

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

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

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

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

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

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

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

Objectives:

- Students will learn choreography and lyrics for Spring Concert song



show the sequence of the verses and tell the story.

- Invite children to sing the song.

TEACHER TO TEACHER
Sequence of Events
Sequence of Events
Music, as organized sound, provides a natural medium for understanding sequence—a step that is crucial to literacy development.

LISTEN | London Bridge
iSONG | London Bridge: Interactive
ACTIVITY | Work Space: Interactive
Have children:

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

MOVEMENT | London Bridge
Game: London Bridge
Formation: Two children form a two-handed arch to make the "bridge."

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

SING | London Bridge
London Bridge (Stereo Mix): Audio
Invite children to:

corrective feedback from others.

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

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

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

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

Objectives:

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

Lesson / Instruction
GO ACTIVITY: Tennis: CATCH Challenge Level III
NAME OF ACTIVITY: Down & Around (CARD 572)
EQUIPMENT: plastic paddle or tennis racket and a tennis ball per student, 1 polyspot for every 2 students
SKILL THEME(S): striking
SPORT SKILLS & STRATEGY: forehand & backhand striking, racket control
ORGANIZATION:

- Distribute the polyspots randomly throughout the activity area.
- Students are scattered, each with a ball.

DESCRIPTION:

music with expression.

MU:Pr6.1.Kb Perform appropriately for the audience.

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

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

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

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

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

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as

strate understanding of the structure in music selected for performance.

MU:Pr5.1.3a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

MU:Pr6.1.3a Perform music with expression and technical accuracy.

MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

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

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

MU:Re9.1 Evaluate


Lesson / Instruction
Students will:

- Learn the choreography dance for the song Link: http://youtu.be/SV7HTXQkHYA?si=bK_Tg_CwFe1X6Qnua
- Learn the words for the song for the Spring Concert

Notes / Reflection
Costumes and Props:

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

EASY COSTUME:
RISKY BUSINESS



PNS AND PROCRASTINATION

Audience participation near the end of the song.

PE - Kinder 1:00pm - 1:45pm
AEROBIC GAMES - #3
Standards

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



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

LINKS | Movement

ACTIVITY | S1U3L5: Find

a Friend: Interactive

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

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

Have children:

- **Mirror you** as you model how to introduce yourself to someone new by shaking hands and exchanging names.
- **Walk around the room to the steady beat as you sing** "Find a Friend" sung to the melody of "London Bridge."

- (You may want to clap or play the steady beat.)

Find a friend and go shake hands, go shake hands, go shake hands, Find a friend and go shake hands, at the count of five... 1, 2, 3, 4, 5.

- **Locate a partner and shake hands as you count 1, 2, 3, 4, 5.** (Let them count with you if they wish.
- Encourage them to practice introducing themselves to their partner before trying the game again.
- Invite children to create new verses such as "Find a friend, and blink your eyes, or "Find a friend, and wiggle your nose".

Display the slide.

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

- On signal, students begin dribbling their tennis ball down with the racket.
- While maintaining a controlled dribble, students attempt to walk around the activity area in search of polypots.
- Students score a point for each polypot they step on.
- Stop the activity after 2-3 minutes.
- Challenge students to better their individual score and resume the activity.

TEACHING

SUGGESTIONS:

- Initially, have students move around the activity area with the ball balanced on the racket face.
- Place some spots closer together to make moving and scoring points easier.
- Remind students to "keep their eyes on the ball, and use a firm wrist" when striking the ball down.
- Encourage students to strike the ball so it rebounds below the waist.

NOW TRY THIS:

1. Challenge students to use backhand "downs."
2. Challenge skilled students to volley the ball using "ups" instead of striking the ball down.
3. Create an obstacle course by adding cones and hoops to the scattered polypots.
4. Challenge students to negotiate the obstacle course in any pathway they choose.
5. Require more skilled students to travel farther to touch polypots, i.e., cross a mid-line before touching another spot.

Recess 1:45pm - 2:00pm

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

TENNIS - LESSON #8

Standards

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

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

beat or melodic direction) is used in music.

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

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

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

Objectives:

- Warm up exercises with boom wackers
- Practice percussion songs with students for the upcoming Spring Concert (make final decision between the two songs)

Lesson / Instruction

Students will practice

Boomwackers:

- **Warm-up exercises:**
 - Link: http://youtu.be/sHlyCKE_yRM?si=iJGfCXxw8CCprCg0&t=1
 - Link: <http://youtu.be/m7OURv8z33Q?si=tC3WB6TeShRDripeG>
 - Link: <http://youtu.be/ij6PuoB5MLQ?si=P78HnwO8PqA2g1LA>
- **Sweet Child of Mine:**
 - Link: <http://youtu.be/fJJKz16JhQ?si=3qi7J0cUmiNKV-Br>

Students will practice singing their graduation song:

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

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

MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Objectives:

- Learn new song on Orff instruments for Spring Concert
- Each student learns their part of the song
- When confident students work on playing together in sync

Lesson / Instruction

Students will:

- Learn their parts of the song from sheet music for the Spring Concert song.
- Decide on costumes and props for the concert

Notes / Reflection

Props:

- Diamond Glove
- Funky socks

Music - 4 1:45pm - 2:30pm

"Surfin' U.S.A."

Ukuleles and Vocals

Standards

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

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

the established protocol for class activities.

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

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

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

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

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

Objectives:

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

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Count Down (Card 59)

Go Fitness: (12 min)

- Hibernation (Card 124)

Go Activity: (15 min)

- Keeping Your Flock (Card 108)

Cool-down: (5 min)

- Count Down (Card 59)

Recess 1:45pm - 2:00pm

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

AEROBIC GAMES - #3

Standards

2.PE.1 Perform basic locomotor,




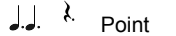
LISTEN / MOVE | Giges Land II

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


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

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



A (Gigue 1)

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

B (Gigue 2)

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

A (Gigue 1)

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

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.

Objectives:

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

Lesson / Instruction

GO ACTIVITY: Tennis:

nwTBpIpl4udRthc8

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

"I Love Rock and Roll" and "Jump" Choreography and Vocals

Standards

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

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

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

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

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

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

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

deepen understanding.

MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

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

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

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

nonlocomotor, and manipulative skills in mature patterns.

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

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

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

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

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

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

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

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

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

Objectives:

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

Lesson / Instruction

Procedures: (10 min)



right during repeat.

MOVEMENT | Creative Movement

Creative Movement:
Showing High and Low Pitch Registers

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

PROGRESS CHECKPOINT

Informal Assessment

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

Optional Reteaching

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

WRAP UP

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

SCHOOL TO HOME

We are learning these songs:

CATCH Challenge Level III

NAME OF

ACTIVITY: Down & Around (CARD 572)

EQUIPMENT: plastic paddle or tennis racket and a tennis ball per student, 1 polyspot for every 2 students

SKILL THEME(S): striking

SPORT SKILLS &

STRATEGY: forehand & backhand striking, racket control

ORGANIZATION:

- Distribute the polyspots randomly throughout the activity area.
- Students are scattered, each with a ball.

DESCRIPTION:

- On signal, students begin dribbling their tennis ball down with the racket.
- While maintaining a controlled dribble, students attempt to walk around the activity area in search of polyspots.
- Students score a point for each polyspot they step on.
- Stop the activity after 2-3 minutes.
- Challenge students to better their individual score and resume the activity.

TEACHING

SUGGESTIONS:

- Initially, have students move around the activity area with the ball balanced on the racket face.
- Place some spots closer together to make moving and scoring points easier.
- Remind students to "keep their eyes on the ball, and use a firm wrist" when striking the ball down.
- Encourage students to strike the ball so it rebounds below the waist.

NOW TRY THIS:

1. Challenge students to use backhand "downs."
2. Challenge skilled students to volley the ball using "ups" instead of striking the ball down.
3. Create an obstacle course by adding cones and hoops to the scattered polyspots.
4. Challenge students to negotiate the obstacle course in any pathway

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

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

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

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

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

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

explain connection to purpose and context.

MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

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

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

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

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

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

MU:Pr4.2.4a Demonstrate understanding

- 3 Laps
- Drinks
- Bathroom

Warm-Up: (5 min)

- Count Down (Card 59)

Go Fitness: (12 min)

- Hibernation (Card 124)

Go Activity: (15 min)

- Keeping Your Flock (Card 108)

Cool-down: (5 min)

- Count Down (Card 59)

Practice Time 2:45pm - 3:30pm



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

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

"Footloose" Choreography and Vocals

Standards

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

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

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

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

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

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

MU:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

5. they choose. Require more skilled students to travel farther to touch polspots, i.e., cross a mid-line before touching another spot.

Practice Time 2:45pm - 3:30pm

skill, and context.

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

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

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

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

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

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

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

of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

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

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

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

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

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

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

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



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

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

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

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

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

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

MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use

standard notation.

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

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

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

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

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

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

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

reflect creators'/performers' expressive intent.

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

Objectives:

- Learn the ukulele
- Learn specific notes from Spring Concert song.
- Determine if ukelele and singing can be achieved at the same time
- Determine final strumming pattern
- Decide costumes/ props for the concert

Lesson / Instruction

Students will:

- Work on learning the ukulele and the specific notes of the song that will be played for the Spring Concert.
- Once complete, determine the final strumming pattern that will be chosen to allow for singing as well as playing
- Determine costumes and props for the concert

Materials /

Resources /

Technology

Ideas for props/

costumes:

- Sunglasses
- 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



them to convey expressive intent.

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

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

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

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

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

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

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

MU:Re9.1 Evaluate

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

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

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

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

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

MU:Re8.1.5a Demonstrate and explain how the expressive



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

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

Objectives:

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

Lesson / Instruction

Have students:

- Continue working on memorizing the lyrics of "Footloose"
- [SLOW DOWN MUSIC ON YOUTUBE TO MATCH WHAT STUDENTS ARE CAPABLE OF FOLLOWING](#)

Line Dance

Choreography: LINK:
<http://youtu.be/JEA18ZCvrEo?si=FjYsdg3ARbkOQC8F>

Materials / Resources / Technology

Singers
Valeri
William
Zoe Scott

Rest are singers

Notes / Reflection

Costume and Prop Ideas:

- Cowboy Hats
- Jeans
- Cowboys Boots
- Spiked Hair

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

**Section 2: Unit 3:
Lesson 5: Major Scales**

Standards

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

MU:Cn11.0 Connect

qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

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

Objectives:

- Work on Spring Concert preparation

Lesson / Instruction

Spring Concert

Preparations:

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

"I Love Rock and Roll"
Link: [KARAOKE I LOVE ROCK AND ROLL](#)
<http://youtu.be/dg9T9zaCN0M?si=stf-k6xeKvHu1jnE&t=6>

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

Notes / Reflection

Costumes and Props:

- Fake guitars
- Leather jackets
- Jean jackets
- Leather pants
- Big Hair/Black Goth Hair
- David Lee Roth clothes (tights)
- Concert t-shirts
- Studded wrist bands
- Mohawks
- Rocker hair

"I Love Rock and Roll"

	Percussion Corbin		Drums Esmay		Percussion Stetson	
Bass Guitar Matthew	Guitar Matty	Keyboard Tristan			Guitar Willow	Lead Guitar Aaron



11 - Relate musical ideas and works with varied context to deepen understanding.

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

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

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

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

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

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

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

Backup Singer (tambourine) C.C.	Backup Singer (claves) Taya	Backup Singer Haley		Backup Singer Charlie	Backup Singer (cowbell) Adalyn	Backup Singer (tambourine) Maddie
	MICROPHONE		Lead Singer Simone		MICROPHONE	

Audience participation by clapping at the end of the song

"Jump"

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

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

TENNIS - LESSON #8

Standards

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

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

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

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

5.PE.11 Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.

5.PE.12 Give



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

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

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

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

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

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

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

MU:Pr5.1 Rehearse,

corrective feedback respectfully to peers.

5.PE.13 Critique the etiquette involved in rules of various activities.

5.PE.14 Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.

5.PE.15 Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

5.PE.16 Apply safety principles with physical activities.

Objectives:

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

Lesson / Instruction

GO ACTIVITY: Tennis:
CATCH Challenge Level III

NAME OF ACTIVITY: Down & Around (**CARD 572**)

EQUIPMENT: plastic paddle or tennis racket and a tennis ball per student, 1 polyspot for every 2 students

SKILL THEME(S): striking

SPORT SKILLS & STRATEGY: forehand & backhand striking, racket control

- ORGANIZATION:**
- Distribute the polyspots randomly throughout the activity area.
 - Students are scattered, each with a ball.



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

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

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

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

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

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

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as

DESCRIPTION:

- On signal, students begin dribbling their tennis ball down with the racket.
- While maintaining a controlled dribble, students attempt to walk around the activity area in search of polyspots.
- Students score a point for each polyspot they step on.
- Stop the activity after 2-3 minutes.
- Challenge students to better their individual score and resume the activity.

TEACHING

SUGGESTIONS:

- Initially, have students move around the activity area with the ball balanced on the racket face.
- Place some spots closer together to make moving and scoring points easier.
- Remind students to "keep their eyes on the ball, and use a firm wrist" when striking the ball down.
- Encourage students to strike the ball so it rebounds below the waist.

NOW TRY THIS:

1. Challenge students to use backhand "downs."
2. Challenge skilled students to volley the ball using "ups" instead of striking the ball down.
3. Create an obstacle course by adding cones and hoops to the scattered polyspots.
4. Challenge students to negotiate the obstacle course in any pathway they choose.
5. Require more skilled students to travel farther to touch polyspots, i.e., cross a mid-line before touching another spot.

Recess 2:30pm - 2:45pm

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

**Section 2: Unit 3:
Lesson 1: Major
Scale**

Standards

MU:Pr4.2.6b When analyzing selected music, read and identify by name or



dynamics, tempo, timbre, and articulation/style).

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

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

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

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

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

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

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

Concept:

- Tonality

Objectives:

- Read and analyze a song based on a major scale.
- Sing in canon.

Lesson / Instruction

READ | Rhythm of Canon

CONCEPT OVERVIEW | S2U3L1: Major Scale:

Interactive

- **Give students an overview** of the lesson.

SONG ANTHOLOGY |

Grade 6: Document

Have students:

- **Identify** the meter and review its meaning. (Use **Song Anthology p. 26** to see the complete song.) (2/2 two beats per measure, half note gets one beat)
- **Read and clap** the rhythm with syllables of your choice, then with the words.

ANALYZE | Major-Scale

Pitches in Canon

PITCH SOUNDS AND SYMBOLS: Interactive

- **Review** hand signs if needed with Pitch Sounds and Symbols slide. Set up the pitches in D major.

ACTIVITY | Whole and Half Steps in a D-Major Scale: Interactive

Have students:



performers manipulate the elements of music.

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

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

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

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

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

MU:Re9.1.5a Evaluate musical works and performances,

- **Read about and sing** the major scale with pitch syllables and hand signs.
- **Identify** the half steps and whole steps in the scale and sing the scale again.

ACTIVITY | What Do You Notice?: **Interactive**

Have students:

- **Sight-read** the phrase (mm. 5-8) in the song and describe it. (It contains all the pitches of the major scale.)

ACTIVITY | Identify Whole and Half Steps:

Interactive

- **Identify** the whole and half steps between pitches in "Canon."

READ | Canon with Pitch

Syllables

SONG ANTHOLOGY |

Grade 6: **Document**

ACTIVITY | Circle of Fifths:

Interactive

- **Have students describe** the key signature and determine the key.
 - **Use Song Anthology p. 26** to see the complete song
 - Sharps on F and C; key of D major
 - **Use the Circle of Fifths** to isolate the wedge of information related to the key signature.)

iSONG | Canon (unison):

Interactive

- **Have students read** the song in unison with pitch syllables and hand signs, then with the words.
- **Listen to** the unison recording of "Canon."
- **Sing** "Canon" in unison. (Use the recorded accompaniment.)

SING | Canon as a Two-Part Canon

LOCATOR MAP | Italy:

Interactive

- **Have students find** Italy on the map.

MEET THE MUSICIAN |

S2U3L1: Luigi Cherubini:

Interactive

- **Have students read about** Cherubini.

iSONG | Canon:

Interactive

Have students:

- **Listen to** the canon version of "Canon."
- **Sing** the song in canon



applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

with the recorded accompaniment

Objectives:

- Read, sing, and play a major scale.

Objectives:

- Work on Spring Concert songs

Lesson / Instruction

READ | Da pacem

Domine

ACTIVITY | S2U3L5: Major Scale: Interactive

Have students:

- Read and sing the scale, first with pitch syllables, then with letter names.
- Find the half steps in the scale. (between mi and fa and between ti and do |)
- Listen for the half steps as they sing the scale again.
- Identify it as a major scale.
- Echo-sing as you sing melodic patterns while pointing to the pitches on the pitch stairs.

MUSIC SKILLS | Analyze.

Notate. Keyboard. Play

ACTIVITY | Staff Paper |

Four 5-line Staves:

Interactive

Analyze

- Guide students through reading the words of "Da pacem Domine".
- Listen to the song
- Ask students to analyze and discuss the musical elements that contribute to the mood of the song.
 - Elements such as:
 - slow tempo
 - smooth, largely stepwise melodic contour
 - gentle rhythm
 - medium vocal range
 - pleasant harmony created by the canon all add to a peaceful expression of the words.

Notate

ACTIVITY | Staff Paper |

Four 5-line Staves:

Interactive

1. Notate the pitches of Part 1 in order from lowest to highest on



the 1st staff.

- Include the treble clef and any accidentals needed.
2. Notate the pitches of Part 2 in order from lowest to highest, on the 2nd staff.
 3. Combine these two sets of pitches into one longer set on the 3rd staff.
 4. Write the notes of a G-major scale starting on G on the 4th staff.
 5. Help them compare the scale to the combined pitch set on the 3rd staff.
 - Point out that the pitch set they notated includes all the notes of a major scale.
 - *Point out that this is what moveable Do looks like*

Keyboard

VIRTUAL INSTRUMENTS

| Keyboards (Organ,

Piano, Electric Piano,

Harpichord): Interactive

- Invite students who are learning keyboard skills to play the two parts of "Da pacem Domine" as a duet.
 - They may play on one keyboard or more than one device.
 - Point out that each part has a range of five pitches, **so students should use all five fingers and will not need to change hand position.**
 - Ensure that each student playing Part 2 positions his or her hand to have the third finger reach F .

Play

VIRTUAL INSTRUMENT |

Dulcimer: Interactive

- Have students play a duet on Virtual Hammered Dulcimers for "Da pacem Domine."
 - All pitches are found in the second column of letters.
 - The pitches can be played an octave higher using the left column of pitches.

If students know the



itches of the song on recorder, a duet may be played on recorders.

Spring Concert Practice:

- Work on vocals with students
 - Warm Up
 - Perform singing or playing parts in rehearsal
- Continue work on set for stage

"I Love Rock and Roll"

Link: [KARAOKE I LOVE ROCK AND ROLL](https://www.youtube.com/watch?v=dg9T9zaCN0M)
<http://youtu.be/dg9T9zaCN0M?si=sf-k6xeKvHu1jnE&t=6>

"Jump" Link: [KARAOKE JUMP](https://www.youtube.com/watch?v=Dy6CP3WZwLw)
<http://youtu.be/Dy6CP3WZwLw?si=5YguG6Jo2nEtAJro&t=7>

Notes / Reflection

Costumes and Props:

- Fake guitars
- Leather jackets
- Jean jackets
- Leather pants
- Big Hair/Black Goth Hair
- David Lee Roth clothes (tights)
- Concert t-shirts
- Studded wrist bands
- Mohawks
- Rocker hair

"I Love Rock and Roll"

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

Audience participation by clapping at the end of the song

"Jump"

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



Recess 2:30pm - 2:45pm

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

**Section 2: Unit 2:
Lesson 6: Sing
Sixteenth Notes**

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.

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

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

Objectives:

- Read and listen for sixteenth-note rhythms.

Concept:

- Rhythm

Lesson / Instruction

READ | Salamanca

Market

CONCEPT OVERVIEW |

S2U1L6: Sing Sixteenth

Notes: Interactive



- **Give students an overview** of the lesson.

ACTIVITY | Identify Rhythm and Pitch:

Interactive

Have students:

- **Read about, describe, and clap** sixteenth notes.
- **Have students identify** the missing pitch in the pitch ladder. (do ' or C ')

SONG ANTHOLOGY |

Grade 6: Document

Have students:

- **Identify** the meter of "Salamanca Market."
- **Read** the rhythm of "Salamanca Market" from Song Anthology p. 249 saying:
 - Sal-a-man-ca for sixteenth notes
 - Mar-ket for eighth-note pairs
 - Day for the quarter note
- **Then read** with the words.
- **Identify** do and sight-read the song with pitch syllables and hand signs. (C)
- **Evaluate** their sight-reading accuracy.

iSONG | Salamanca

Market: Interactive

- **Have students sight-sing** the song with the words in unison, then sing with the recording.

iSONG | Salamanca

Market (canon):

Interactive

Have students:

- **Sight-sing** the song in canon, then sing with the recording.
- **Evaluate** their sight-reading accuracy.

MUSIC SKILLS | Guitar

GUITAR | Grades 6-8:

Document

Guitar

- **Use Guitar G•22 (The Major Scale) p. 53** to learn to play the C-major scale on guitar.
 - There are two pages.
- **Students can then learn** the melody of "Salamanca Market."

LISTEN | Concerto

Grosso

MEET THE MUSICIAN |

S2U1L6: George Frideric

Handel: Interactive

- **Have students read** about George Frideric Handel.
- **Explain** that a concerto grosso is a composition that alternates between full orchestra and a group



of solo instruments.
[LISTENING | Concerto Grosso, Opus 6, No. 11.](#)
[First Movement: Interactive](#)

Have students:

- **Sight-read and pat** the four-measure rhythm on the slide with alternating hands, saying Bach for 1/4 notes, Handel for 2 barred 1/8th notes, Per-go-le-si for 4 barred 1/16th notes, and pulse the hands in the air for the rests.
- **Listen to Concerto Grosso Opus 6, No. 11**, signaling or patting the rhythm when they hear similar rhythms. (Sometimes there are more measures of each rhythm.)

HISTORY AND CULTURE

| George Frideric Handel

George Frideric Handel

German composer George Frideric Handel (1685–1759) studied the harpsichord, oboe, and organ as a child. However, his father wanted him to pursue a career in law, so he put off his musical studies until after his father died. He studied in Italy but later settled in England. Handel became one of the great masters of the Baroque period, writing works in many different genres, including the concerto grosso .

ADDITIONAL

RESOURCES | Handel

HANDEL'S LAST

CHANCE | S01 Titles:

Video

Handel

- **Have students watch** the video "*Handel's Last Chance*."

The video has 20 segments found in:

[Resources. Refer to Resources | Composers and Lyricists | George Frideric Handel](#) for an article on this composer.