




Monday 05/12/2025	Tuesday 05/13/2025	Wednesday 05/14/2025	Thursday 05/15/2025	Friday 05/16/2025
School Day 156	School Day 157	School Day 158	School Day 159	School Day 190
<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>Breakfast Duty 8:00am - 8:20am</p> <p>Choir - 7 & 8 8:35am - 9:30am</p> <p>Music Jeopardy!</p> <p>Standards MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding. MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>Objectives: • Engage with peers in a friendly and competitive game of Jeopardy (music theory questions) win prizes</p> <p>Lesson / Instruction Students will: • Play Music Jeopardy</p>
Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Prep 9:33am - 11:30am
<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> Spring Concert 1:00pm - 2:30pm</p>	<p>Lunch 11:30am - 12:15pm</p> <p>Music - 1 12:15pm - 1:00pm</p> <p>Section 2: Unit 1: Lesson 1: Keep the Beat</p> <p>Standards MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p>



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

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

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:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

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

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

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.

Objectives:

- Move to a steady beat.

Concept:

- Rhythm

Lesson / Instruction

LISTEN / SING | Hello



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

demonstrate tension and release, unity and variety, balance, and convey expressive intent.

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There!
CONCEPT OVERVIEW | S2U1L1: Keep the Beat:
Interactive

- Give children an overview of the lesson using this slide.

iSONG | Hello, There!:

Interactive

- Preview the interactive song.

iLISTENING MAP | Steady Beat Hands for Hello,

There! Interactive

- Have children listen to "Hello There!" and pat with the steady beat.
- Ask them to tap the hand pictures on the beat, echoing you as they sing the song.

LISTEN / SING | Echo Call and Response with Jambo

iSONG | Jambo (Hello):

Interactive

Name the two kinds of voices you hear. What kind of voice sings the call?

What kind of voice sings the response, or echo?

- Preview the interactive song.
- Play the recording and ask children to describe the different voices.
- Help them to understand that the solo call is an adult female voice and the group response, or echo, is sung by children's voices.

iLISTENING MAP | Steady Beat Hands for Jambo

(Hello) Interactive

Have children:

- Listen to "Jambo" and pat with the steady beat.
- Tap the hand pictures as they sing the song.
- Sing with the recording, echoing the responses in a call-and-response style.
- Again, identify the two voice types used in the song: adult female voice and children's voice. (Assess whether children can identify them correctly and play the recording again for those still unsure.)
- Pat to the beat in the instrumental sections.
- Discuss the purpose and examples of greeting songs, and conclude why the call-and-response form is used in greeting songs.

LISTEN | Steady Beat



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

musical works and their implications for performance.

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

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MU:Pr4.2.8c Identify how cultural and

and Loud and Soft with "March"

[iLISTENING MAP | March from Children's Games:](#)

Interactive

- Have children listen to "March" and tap the foot pictures with the steady beat.
- Play the recording again and ask children to pat their knees with both hands, following you, the leader.
- Then have them pat different parts of their bodies during different sections of the piece (see the form diagram at the bottom of the slide)—head, shoulders, elbows, toes, cheeks, and so on. Model stepping in place with high knees during louder sections, and ask children to do the same.
- Assess children's ability to accurately recognize and move to the steady beat of the music.

The form of "March"

follows.

- **A Section:** *Soft, with occasional trumpet calls (24 measures)*
- **B Section:** *New melody in high register—no trumpet (5 measures)*
- **C Section:** *Louder with canon-like entrances by strings moving from low to high registers (16 measures)*
- **Interlude:** *With trumpet calls (8 measures)*
- **B Section:** *Second melody again (5 measures)*
- **C Section:** *Loud—with trumpet calls (4 measures)*
- **Coda:** *Fading to the end—also with trumpet calls (8 measures)*

[RESOURCE MASTERS |](#)

[Grade 1: Document](#)

- Use [Resource Master R•1, p. 97](#) to talk about their favorite things in music class.

HISTORY AND CULTURE

[| Georges Bizet](#)

[MEET THE MUSICIAN |](#)

[S2U1L1: Georges Bizet:](#)

Interactive

- Born in Paris, France, Georges Bizet (1838–1875) was a piano prodigy and was admitted to the prestigious Paris Conservatory at the age of nine.



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

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- By the time he was 17, he had composed his Symphony in C Major.
- Originally Children's Games was composed for two pianos.
- It is one of Bizet's most popular works.
- He also wrote several operas, orchestral works, piano pieces, and songs, but did not live to enjoy the tremendous success of his opera Carmen.

ADDITIONAL RESOURCES

RESOURCE MASTERS |

Grade 1: **Document**

Additional Resources

- Use **Resource Masters R•26, R•27, R•28, R•29, R•30** as appropriate. These include Curwen Hand Signals, Pitch Ladder, Pitch Xylophone, Beat Bars, and Pitch Stairs.

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

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 corrective feedback respectfully to peers.



variety of genres, cultures, and historical periods.

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

Objectives:

- Practice lyrics and choreography for the Spring Concert.

Lesson / Instruction

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

Students will practice for Spring Concert songs:

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

Materials / Resources / Technology

Props for Spring Concert:

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

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

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.

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Objectives:

- Practice lyrics and choreography for the Spring Concert.

Lesson / Instruction

Students will:

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

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

Materials / Resources / Technology

Props for Spring Concert:

- 80's outfits
- Rocker's hair

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Standards

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Rehearsals 11:30am - 3:30pm

Lesson / Instruction

11:30	
12:00	3rd Grade: Orff Orchestra: "Billie Jean"
12:30	PreK and Kinder: Boomwackers: "Sweet Child of Mine"
1:00	6th Grade: Choreo/Choir: "Never Gonna Give"

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.

Lesson / Instruction

- Rock Wall

Recess 1:45pm - 2:00pm

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

Rock Wall Climbing

Standards

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

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

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

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

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

2.PE.12 Accept specific corrective feedback from a



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.

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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: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

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

	You Up" (w/ "TNT")
1:30	5th Grade: Choir: "I Love Rock and Roll" "Jump"
2:00	1st Grade: Choreo/Choir: "Old Time Rock and Roll"
2:30	4th Grade: Ukulele Orchestra: "Surfin' U.S.A."
3:00	2nd Grade: Choreo/Choir: "Footloose"

Recess 2:30pm - 2:45pm

teacher.

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

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

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

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

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

Objectives:

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

Practice Time 2:45pm - 3:30pm



musical ideas.

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

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

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

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

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

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

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

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

ideas using iconic notation and/or recording technology.

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



context.

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

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

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

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

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

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

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

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

MU:Re7.2 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.

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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



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

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

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

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

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

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

Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

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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 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/m7OURv8z33Q?si=tC3WB6TeShRDrpeG>
 - Link: <http://youtu.be/ij6PuoB5MLQ?si=PT8HnwO8PqA2g1LA>
 - **Sweet Child of Mine:**
 - Link: <http://youtu.be/tFJKz16JhQ?si=3qj7j0cUmjNKV-Br>

- Students will practice singing their graduation song:**
- **Yay, Yay It's Graduation Day!**
 - Link: <http://youtu.be/EwrW8LPHIM4?si=nwTBpIpl4udRthc8>

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

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

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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 opportunities for participating in physical activities outside health enhancement class.
4.PE.7 Actively engages in the activities of health enhancement class,



varied context to deepen understanding.

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

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

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

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

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

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

MU:Pr4.1 Select - Select varied musical 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

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:

- 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



their implications for performance.

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

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

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

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

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

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

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

MU:Pr6.1.2a Perform

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 enhancement class without teacher prompting

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



m music for a specific purpose with expression and technical accuracy.

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

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

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

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

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

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

Objectives:

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

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 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



Lesson / Instruction

SPECIAL GUESTS TO COME FROM 5TH GRADE TO HELP WITH CHOREOGRAPHY

Have students:

- Watch video of Kevin Bacon going back to the school for prom for Footloose's 40th anniversary.
http://youtu.be/mjEoUKpeyl?si=YC_4hH5_slOr6KSx
- Watch interview Kevin Bacon Going Undercover as High School Student for 'Footloose'
<http://youtu.be/c7Z69rbRfYg?si=fS245P3HDsh5fmVz>
- Continue working on memorizing the lyrics of "Footloose"
- [SLOW DOWN MUSIC ON YOUTUBE TO MATCH WHAT STUDENTS ARE CAPABLE OF FOLLOWING](#)

Line Dance

Choreography: LINK:

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

Materials / Resources / Technology

Singers

Valeri
William
Zoe Scott

Rest are singers

Notes / Reflection

Costume and Prop Ideas:

- Cowboy Hats
- Jeans
- Cowboys Boots
- Spiked Hair

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

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

Standards

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

MU:Cn11.0 Connect 11 - Relate musical

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



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 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, 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 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 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, 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
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
	<i>MICROPHONE</i>		Lead Singer Tristan <i>MICROPHONE</i>		<i>MICROPHONE</i>	

Recess 2:30pm - 2:45pm

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

"Never Gonna Give You Up"
Choreography and Vocals

Standards

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

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

MU:Cn10.0.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

MU:Cr2.1 Plan and Make - Select and develop 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:Cr1.1.6a Gener



ate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

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

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

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



others.

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

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

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

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

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

MU:Pr6.1.6a Perform the music with technical accuracy to



convey the creator's intent.

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

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

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

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

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

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

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



convey expressive intent.

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

Objectives:

- Work on Spring Concert song and choreography
- Discuss other concert responsibilities

Lesson / Instruction

Spring Concert

Preparations:

- Vocal warm-up
- Practice choreography

Notes / Reflection

Costumes/Props:

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

Costuming:

A/C D/C Outfits:

Brooke

Aubrie

Kaileena

Della

Nora

Rick Astley Outfits:

Daniel

Ryann

Josh A.

Alyvia

Madison

Chevy

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

Responsibilities at concert:

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