



Monday 05/05/2025	Tuesday 05/06/2025	Wednesday 05/07/2025	Thursday 05/08/2025	Friday 05/09/2025
School Day 151	School Day 152	School Day 153	School Day 154	School Day 155
Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	



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

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

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 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

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

"We Will Rock You" and "Sweet Dreams"

Standards

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MU:Cr1.1.8a Generate rhythmic, melodic

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MU:Cr1.1.8a Generate rhythmic, melodic



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.

MU:Cr3.2.8a Present the final version of

and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

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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

appropriate criteria.

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MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using



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 are used in each.

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MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting

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MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting



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) and audience etiquette appropriate

styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

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MU:Re7.1 Select -



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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

- 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

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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

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Materials / Resources / Technology

Props for Spring
Concert:

- 80's outfits
- Rocker's hair

Prep 9:33am - 11:30am



Concert:

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

Lunch 11:30am - 12:15pm

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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.

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

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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

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

**T-Ball/Baseball
Outside or Aerobic Games #6**

Standards

2.1c Exhibit a variety of small motor skills.

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

2.2a Exhibit physical reflexes in response to stimulation.

2.2e Demonstrate skills to move in the environment.

2.2h Perform large motor movement alone or with others.

2.3b Focus eyes on near and far objects.

2.3f Demonstrate an awareness of her body in space.

2.6a Attempt new large and small motor activities.

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

2.6f Participate in physically active games with peers.

Objectives:

- Exhibit a variety of small motor skills
- Perform increasingly more sophisticated actions requiring hand-eye coordination.
- Exhibit physical reflexes in response to stimulation.
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- Focus eyes on near and far objects
- Demonstrate an awareness of her body in space.
- Attempt new large and

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

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MU:Cr1.1.Ka With guidance, explore

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

**T-Ball/Baseball
Outside or Aerobic Games #6**

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



and experience music concepts (such as beat and melodic contour).

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

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

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

- small motor activities
- Participate in simple games, dance, outdoor play, and other forms of movement.
- Participate in physically active games with peers.

Lesson / Instruction

1. **Baseball Outside** - Baseball Field
Materials: Bat, Balls, Large Orange Cone for T-Square, polypots for bases
1. Tailor play to each grade level

If inclement weather:

Warm-Up: (5 min)

- Nice to Meet You (Card 10)

Go Fitness: (12 min)

- Frogs, Flies & Lily Pads (Card 128)

Go Activity: (15 min)

- See Ya' Later Alligator (Card 115)

Cool-down: (5 min)

- Nice to Meet You (Card 10)

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

Objectives:

- Exhibit a variety of small motor skills
- Perform increasingly more sophisticated actions requiring hand-eye coordination.
- Exhibit physical reflexes in response to stimulation.
- Demonstrate skills to move in the environment.
- Perform large motor movement alone or with others.
- Focus eyes on near and far objects
- Demonstrate an awareness of her body in space.
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Cool-down: (5 min)

- Nice to Meet You (Card 10)



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

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

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

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, 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

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

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

Music - 3 1:00pm - 1:45pm

"Billie Jean" Orff Orchestra

Standards

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

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

MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

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

MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying 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:Pr6.1.Ka With guidance, perform music with expression.

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

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

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring 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

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

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

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

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

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

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring 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

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

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

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

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

MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.

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

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

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

MU:Pr6.1.3b Demon



specific music concept (such as beat or melodic direction) is used in music.

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

MU:Re9.1.Ka With guidance, apply personal and 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=tC3WB6TeShRDrapeG>
 - Link: <http://youtu.be/ij6PuoB5MLQ?si=PT8HnwO8PqA2g1LA>
- **Sweet Child of Mine:**
 - Link: <http://youtu.be/tfJIKz16JhQ?si=3qj7J0cUmjNKV-Br>

Students will practice singing their graduation song:

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

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.

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

specific music concept (such as beat or melodic direction) is used in music.

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

MU:Re9.1.Ka With guidance, apply personal and 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=JGfCXxw8CCprCg0&t=1
 - Link: <http://youtu.be/m7OURv8z33Q?si=tC3WB6TeShRDrapeG>
 - Link: <http://youtu.be/ij6PuoB5MLQ?si=PT8HnwO8PqA2g1LA>
- **Sweet Child of Mine:**
 - Link: <http://youtu.be/tfJIKz16JhQ?si=3qj7J0cUmjNKV-Br>

Students will practice singing their graduation song:

- **Yay, Yay! It's Graduation Day!**
 - Link:

strate performance decorum and audience etiquette appropriate for the context and venue.

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

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

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

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

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

Objectives:

- Continue learning song on Orff instruments for Spring Concert
- Each student learns



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.

MU:Cr3.1.2a Interpret and apply personal, peer, and

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 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

<http://youtu.be/EwrW8LPHIM4?si=nwTBpIpl4udRthc8>

their part of the song

- When confident students work on playing together in sync

Lesson / Instruction

Students will:

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

Notes / Reflection

Props:

- Diamond Glove
- Funky socks



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 them to convey expressive intent.

MU:Pr5.1.2a Apply

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.

MU:Cr1.1.5a Improvi

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

"Surfin' U.S.A." Ukuleles and Vocals

Standards

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

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

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

MU:Cr1.1 Imagine - 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,



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 - Support evaluations of musical works and performances based

se 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.

melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

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

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

MU:Cr3.1.4a Evaluate, 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,



<p>on analysis, interpretation, and established criteria.</p> <p>MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>
<p>Objectives:</p> <ul style="list-style-type: none"> Continue practicing the lyrics and choreography for the Spring Concert song.
<p>Lesson / Instruction</p> <p>SPECIAL GUESTS TO COME FROM 5TH GRADE TO HELP WITH CHOREOGRAPHY</p> <p>Have students:</p> <ul style="list-style-type: none"> Watch video of Kevin Bacon going back to the school for prom for Footloose's 40th anniversary. http://youtu.be/mjEoUKpeyxl?si=YC_4hH5_slOr6KSx Watch interview Kevin Bacon Going Undercover as High School Student for 'Footloose' http://youtu.be/c7Z69rbRfYg?si=fS245P3HDsh5fmVz Continue working on memorizing the lyrics of "Footloose" SLOW DOWN MUSIC ON YOUTUBE TO MATCH WHAT STUDENTS ARE CAPABLE OF FOLLOWING <p>Line Dance</p> <p>Choreography: LINK: http://youtu.be/JEA18ZCvrEo?si=FjYsdg3ARbkOQC8F</p>
<p>Materials / Resources / Technology</p> <p>Singers</p> <p>Valeri William Zoe Scott</p> <p>Rest are singers</p>
<p>Notes / Reflection</p> <p>Costume and Prop Ideas:</p> <ul style="list-style-type: none"> Cowboy Hats Jeans Cowboys Boots Spiked Hair

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.

individually or in collaboration with others.

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

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

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



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 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 Improvi

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 -

decorum and audience etiquette appropriate for the context, venue, and genre.

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

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

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

Objectives:

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

Lesson / Instruction

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

Students will:

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



se 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.

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

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



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.

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) <http://youtu.be/dg9T9zaCN0M?si=stf-k6xeKvHu1jnE&t=6>

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



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 -

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	



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

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

Badminton Unit

Standards

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

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

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

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

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

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

5.PE.12 Give corrective feedback respectfully to peers.

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

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

5.PE.15 Accept other's ideas, cultural



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)
<http://youtu.be/dg9T9zaCN0M?si=stf-k6xeKvHu1jnE&t=6>

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

diversity, and body types by engaging in cooperative and collaborative movement projects.

Objectives:

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

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

- Practice volleying a birdie back and forth to a partner

Main Activity: Badminton

(35 min) Need: Net,

Badminton Racquets, and Birdies

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

Cool-down (5 min)

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

Recess 2:30pm - 2:45pm



Backup Singer (tambourine) C.C.	Backup Singer (claves) Taya	Backup Singer Haley		Band/Choir - 6 2:45pm - Backup Singer (tambourine) Charlie	Backup Singer Maddie
	MICROPHONE		Lead Singer Simone MICROPHONE		Never Gonna Give Up You Up" Choreography and Vocals
Audience participation by clapping at the end of the song				Standards	
"Jump"				<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied contexts to deepen understanding.</p> <p>MU:Cn10.0.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>MU:Cr2.1.6a Select, organize, construct,</p>	
	Percussion Stetson		Drums Corbin		
Bass Guitar Matthew	Guitar Matty	Keyboard Esmay			Lead Guitar Aaron
Backup Singer (tambourine) C.C.	Backup Singer (claves) Taya	Backup Singer Haley		Backup Singer Charlie	Backup Singer Adalyn
	MICROPHONE		Lead Singer Tristan MICROPHONE		

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 Generate 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



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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



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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.

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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.



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