



Monday 06/02/2025 School Day 170	Tuesday 06/03/2025 School Day 171	Wednesday 06/04/2025 School Day 172	Thursday 06/05/2025 School Day 173	Friday 06/06/2025 School Day 174
Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am
Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am
Genre Exploration	Genre Exploration	Genre Exploration	Genre Exploration	Genre Exploration
Standards	Standards	Standards	Standards	Standards
<p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</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:Pr4.2.8a Compare the structure of contrasting pieces of music selected for</p>	<p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</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:Pr4.2.8a Compare the structure of contrasting pieces of music selected for</p>	<p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</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:Pr4.2.8a Compare the structure of contrasting pieces of music selected for</p>	<p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</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:Pr4.2.8a Compare the structure of contrasting pieces of music selected for</p>	<p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</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:Pr4.2.8a Compare the structure of contrasting pieces of music selected for</p>



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:Pr4.2.8c 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: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:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the

performance, explaining how the elements of music are used in each.

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<p>connections to an interest or experience for a specific purpose.</p> <p>MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>MU:Re7.2.8b Identif y and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>connections to an interest or experience for a specific purpose.</p> <p>MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>MU:Re7.2.8b Identif y and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>connections to an interest or experience for a specific purpose.</p> <p>MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>MU:Re7.2.8b Identif y and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>connections to an interest or experience for a specific purpose.</p> <p>MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>MU:Re7.2.8b Identif y and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>connections to an interest or experience for a specific purpose.</p> <p>MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>MU:Re7.2.8b Identif y and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>
<p>Objectives:</p> <ul style="list-style-type: none"> Explore a variety of music within multiple genres (including vocal ranges) to determine the highest interest. Spend time discussing the vocal ability needed to perform this selected music Begin practicing the piece vocally 	<p>Objectives:</p> <ul style="list-style-type: none"> Explore a variety of music within multiple genres to determine the highest interest. Spend time discussing the skills and instruments needed to play this selected music Begin practicing the piece of music on instruments/vocally 	<p>Objectives:</p> <ul style="list-style-type: none"> Explore a variety of music within multiple genres (including vocal ranges) to determine the highest interest. Spend time discussing the vocal ability needed to perform this selected music Begin practicing the piece vocally 	<p>Objectives:</p> <ul style="list-style-type: none"> Explore a variety of music within multiple genres to determine the highest interest. Spend time discussing the skills and instruments needed to play this selected music Begin practicing the piece of music on instruments/vocally 	<p>Objectives:</p> <ul style="list-style-type: none"> Explore a variety of music within multiple genres (including vocal ranges) to determine the highest interest. Spend time discussing the vocal ability needed to perform this selected music Begin practicing the piece vocally
<p>Lesson / Instruction</p> <p>Students will:</p> <ul style="list-style-type: none"> Audibly explore several different genres of music Determine if the music is at the level of playing they feel comfortable with Select the music and section themselves into the proper vocal ranges Each vocal range will practice their part (as a group) All vocal groups will come together to sing as a choir 	<p>Lesson / Instruction</p> <p>Students will:</p> <ul style="list-style-type: none"> Audibly explore several different genres of music Determine if the music is at the level of playing they feel comfortable with Select the music and decide who will play each instrument Begin practicing their part of the song individually Come together as a band and play together 	<p>Lesson / Instruction</p> <p>Students will:</p> <ul style="list-style-type: none"> Audibly explore several different genres of music Determine if the music is at the level of playing they feel comfortable with Select the music and section themselves into the proper vocal ranges Each vocal range will practice their part (as a group) All vocal groups will come together to sing as a choir 	<p>Lesson / Instruction</p> <p>Students will:</p> <ul style="list-style-type: none"> Audibly explore several different genres of music Determine if the music is at the level of playing they feel comfortable with Select the music and decide who will play each instrument Begin practicing their part of the song individually Come together as a band and play together 	<p>Lesson / Instruction</p> <p>Students will:</p> <ul style="list-style-type: none"> Audibly explore several different genres of music Determine if the music is at the level of playing they feel comfortable with Select the music and section themselves into the proper vocal ranges Each vocal range will practice their part (as a group) All vocal groups will come together to sing as a choir
<p>Prep 9:33am - 11:30am</p>	<p>Prep 9:33am - 11:30am</p>	<p>Prep 9:33am - 11:30am</p>	<p>Prep 9:33am - 11:30am</p>	<p>Prep 9:33am - 11:30am</p>
<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>
<p>Music - Pre K 12:15pm - 1:00pm</p>	<p>PE - Pre K 12:15pm - 1:00pm</p>	<p>Music - Kindergarten 12:15pm - 1:00pm</p>	<p>PE - 1 12:15pm - 1:00pm</p>	<p>Music - 1 12:15pm - 1:00pm</p>
<p>Work on Graduation Song</p>	<p>Bocce Ball (outside) Standards</p>	<p>Work on Graduation Song</p>	<p>Bocce Ball (outside) Standards</p>	<p>Section 2: Unit 1: Lesson 2: Upward and Downward -</p>
<p>Standards</p>		<p>Standards</p>	<p>1.PE.1 Perform</p>	



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

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

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

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

MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

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

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

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

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

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

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b 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.

2.6b Participate in simple movement games.

2.6c Initiate active play, exploration, and engagement with the environment.

2.6d Participate in simple games, dance, outdoor play,

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

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MU:Cr3.2 Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

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

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,

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.8 Understand muscles that grow strong with physical activity.

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

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

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

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

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

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

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

1.PE.16 Follow teacher directions for

FINISH THIS LESSON

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.

MU:Cr1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

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:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are



musical works and their implications for performance.

MU:Pr4.2.PreKa With substantial guidance, explore and demonstrate awareness of musical contrasts.

MU:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

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

MU:Pr5.1.PreKa With substantial guidance, practice and demonstrate what they like about their own performances.

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

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

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

and other forms of movement.

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

2.6f Participate in physically active games with peers.

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

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

2.7d Recognize rules and follow basic safety instructions.

2.7f Understand and anticipate potential consequences of disregarding rules.

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

Objectives:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

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

safe participation and proper use of equipment without teacher reminders.

1.PE.18 Understand that challenges in physical activities can lead to success; and

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Here's a more detailed breakdown of the objectives:

Getting Close to the

Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target

Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

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

**Section 2: Unit 1:
Lesson 4: Practice Reading Pitches**

used in various styles of music for a purpose.

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

Objectives:

- Identify upward/ downward

Lesson / Instruction

SING | All Night, All Day CONCEPT OVERVIEW |

S2U1L2: Upward and Downward: Interactive

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

iSONG | All Night, All Day: Interactive

- Preview the interactive song.

ACTIVITY | S2U1L2: All Night, All Day Melodic Contour: Interactive

Have children:

1. Listen to the song.
2. Echo the lyrics after you say them.
3. Look at the arrows and sing the song.
4. Decide how the song starts and ends.
5. Sing the song, moving their hands to show the melodic contour of line 1.
6. Identify which arrow best depicts movement in lines 1 and 3 of the verse: "Now I lay me down to sleep" and "Pray the Lord my soul to keep". (the top arrow)

SOM G1 | ASL All Night All Day Demo: Video

SOM G1 | ASL All Night All Day Instruction: Video

- **Optional:** Use these videos to teach the American Sign Language for this song.

MUSIC SKILLS | Play ORFF

ORCHESTRATIONS | Grade 1: Document

- You may wish to use Orff Orchestration O•11 for "All Day, all Night."



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

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

Objectives:

- Continue to work on and perfect the concert that the students are singing for their graduation

Lesson / Instruction

Students will:

- Practice working on the graduation piece they have been practicing for several weeks to get ready to perform it at their graduation ceremony next week.
- Practice with the Kindergarten class as well.

Getting Close to the Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

**Assembly/
Talent Show**
1:00pm - 2:30pm

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

Bocce Ball (outside)

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-

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.

Objectives:

- Continue to work on and perfect the concert that the students are singing for their graduation

Lesson / Instruction

Students will:

- Practice working on the graduation piece they have been practicing for several weeks to get ready to perform it at their graduation ceremony next week.
- Practice with the Preschool class as well.

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

Band Instrument Exploration

Standards

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

Standards

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

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

Objectives:

- Read quarter notes, eighth-note pairs, and do-re-mi melodies.

Lesson / Instruction

READ | Who's That Yonder?
CONCEPT OVERVIEW | S2U1L4: Practice Reading Pitches: Interactive

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

ACTIVITY | S2U1L4: Reading Do, Re, and Mi: Interactive

Have students:

- Review eighth-note pairs, quarter notes, and quarter rests.
- Read the rhythm using syllables of your choice for quarter notes and eighth-note pairs.
- Read the rhythm with pitch syllables.

PITCH SOUNDS AND SYMBOLS: Interactive

You may wish to use Pitch Sounds and Symbols.

- Use the Settings button to choose:
 - Scale = do pentatonic
 - Pitch for do = F
 - Deselect Pitch Syllables except for do re mi.
- Invite students to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order.
- Have them practice singing along using the hand signs.

SONG ANTHOLOGY | Grade 3: Document

Have students:

- Refer to **Song Anthology p. 258** to clap the rhythm while saying the words of the song.

MUSIC SKILLS | MIDI
MIDI | Grade 1: Document

Use **Spotlight on MIDI Project 18** (All Night, All Day) for more practice with the song.

To find the MIDI files:

- Resources/ select grade
- Select MIDI Files. This will download all of the MIDI files for this grade.
- Select the appropriate MIDI file for this project from the download.
- The MIDI book includes introductory and reference materials and projects for children to do.

IDENTIFY | Upward and Downward with Cut the Cake

iSONG | Cut the Cake: Interactive

- Preview the interactive song.

ACTIVITY | S2U1L2: Cut the Cake Downward: Interactive

Have children:

- Clap along as they listen to the song.
- Echo you as you say the lyrics and clap the rhythm.
- Sing the song and tap the pictures of cakes when they reach the end.
- Identify the direction of the cakes as downward.
- Act out the words as they sing the song from memory.

LISTEN | Upward and Downward in Fountain Dance

LISTENING | Fountain Dance: Interactive

- Have children listen to "Fountain Dance" and analyze what music features remind them of fountains or water, and why. (*pitches or melodies: melodic direction goes up and down like water; there are both flowing smooth melodies and ones with shorter notes that sound like droplets*)
- Have children listen again and pretend to be a fountain, using their arms to imitate the upward/downward flow of the water in response to the melodic direction.

HISTORY AND CULTURE | Sir Edward Elgar



technical challenges of music.

Objectives:

- Read, sing, listen, and move with quarter rests.

Lesson / Instruction
READ / SING | Eating Lizards
CONCEPT OVERVIEW | S2U2L3: Sing with Do
- **Interactive**

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

iSONG | Eating Lizards
- **Interactive**

- Look at the music of the song "Eating Lizards."
- Find the beats with no sound.
- Pat to the beat.
- Read the rhythm of the song.
- Say "yummy" for **barred 1/8th** notes and "treat" for **1/4 notes**.
- Then speak the words of the song in rhythm.
- Sing the song with words.

IMPROVISE | Eating Lizards
RESOURCE MASTERS | Grade 2 - Document
Have students:

- Sing the song.
- Improvise nonsense sounds on the rests, and then change the sounds to words.
- Then turn the words into rhythms on unpitched instruments during the rests.
- Take turns singing question-and-answer melodies.
- Improvise on E G A on an Orff instrument of your choice.
- For additional practice with pitch and rhythm, use **Resource Master R*7, p. 103**.

READ | Riddle Song
iSONG | Riddle Song
- **Interactive**

- Introduce "Riddle Song."

Have students:

- Read the rhythm and identify **rests**
- Clap the rhythm and say the words.

MUSIC SKILLS | Play VIRTUAL MALLET
PERCUSSION | Orff Mallet Percussion (Xylophones, Metallophones, and Glockenspiels) - Interactive

- Play For a bass pattern, have students

down activities related to vigorous physical activity.

3.PE.10 Practice personal responsibility in teacher-directed activities.

3.PE.11 Work independently for extended periods of time.

3.PE.12 Accept and implement specific corrective teacher feedback.

3.PE.13 Recognize the role of rules and etiquette in physical activity with peers.

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

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

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

Objectives:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins the game.

Lesson / Instruction
Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

purposes and contexts.

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

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

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.

Objective:

- Identify** the pitches in the song, the position of do, the starting pitch, and the ending pitch. (do re mi; space 1; mi; do)
- Practice** saying the pitch syllables in rhythm.
- Sing** the song with hand signs and pitch syllables.

THINK! | S2U1L4: Compare Song Measures: Interactive

- Have students identify how the two lines of the song are alike and different.
 - Both lines:** have mi and do, quarter notes, a quarter rest.
 - Line 1:** pitches move by skips; has no eighth notes.
 - Line 2:** pitches move by steps or are repeated; has eighth notes.)

iSONG | Who's That Yonder?: Interactive

- Have students listen** to the recording.
- Ask students to sing** the song with words. (Use the recorded accompaniment.)

PLAY | Rhythm Pattern PLAYALONG | Who's That Yonder?: Interactive

- Tell students** they will perform a repeated part that goes with "Who's That Yonder?" The part is a rhythm that is found in the song.

Have students:

- Identify** the rhythm notation for this pattern.
- Clap** the rhythm of the words *Must be the* (1/4 note, barred 1/8 notes)
- Transfer the ostinato** to rhythm sticks or other wood instruments.
- Play** on the last measure of each line as they sing the song.

VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers): Interactive

- You may wish** to have some students use wood instruments in Virtual Percussion, such as claves or temple blocks.

MOVEMENT | Game "Who's That Yonder?"

- Have students form** three groups to plan ways they could act out

MEET THE MUSICIAN | S2U1L2: Sir Edward Elgar: Interactive

- Sir Edward Elgar (1857–1934)** was born in the west of England.
- His father was a piano tuner and owned a music shop.
- As a child, Elgar studied music in his father's shop.
- Soon, he began to earn a living as an organist and violin teacher.
- Elgar moved to London at age 32 and became successful as the composer of the Enigma Variations.
- His "*Pomp and Circumstance*" march remains popular, as do his cello concerto and two pieces for string orchestra.

IMPROVISE | Upward and Downward with Night Comes
VIRTUAL MALLET PERCUSSION | Orff Mallet Percussion (Xylophones, Metallophones, and Glockenspiels): Interactive

- Invite children to improvise.** Use **Virtual Orff Instruments** if you have no Orff instruments in the classroom.

Have children:

- Look at any barred instrument and remember the directions to play for upward-moving sounds (to the right) and downward-moving sounds. (to the left)
- Take turns playing upward and downward on the instruments as you call out the directions, or signal direction with motions.
- For the part of the poem that is a question, invite children to play an upward melody.

RESOURCE MASTERS | Grade 1: Document

- Help children to plan and perform improvised upward/downward sounds on instruments for the poem "*Night Comes*," using **Resource Master R*2, p. 98**.

POETRY | S2U1L2: Night Comes...: Interactive

- Have children improvise upward and downward patterns as



step in place to the rhythm of a "Riddle Song" m. 2, then pat their legs with it, as they sing "Eating Lizards."

- Transfer this to C and G on a low-pitched mallet instrument.
- Add glockenspiels on C octaves on the rests in the bass pattern.
- Students improvise question-and-answer phrases between verses on mi, so, and la (E G A) with other pitched mallet instruments. They can use the rhythm of mm. 3 and 4 for their melodies. Have them end each "question" phrase on G and each "answer" phrase on E.

PERFORM / MOVE |
Riddle Song
Have students:

- Sing** "Riddle Song" in rhythm with pitch syllables and hand signs.
- Read** the starting pitch (so on G) and sing the words
 - Step the rhythm of the first line of the song.
 - Bend forward on measures 1 and 3.
 - Bend back on measures 2 and 4.
 - Tell students they just learned a part of a folk dance from Bolivia.
- Create new riddle verses for the song.
- For **additional practice** with pitch and rhythm, use [Resource Master R•8, p. 104](#).

LISTEN | Carnavalito
LISTENING | Carnavalito
(Bolivian folk dance) - [Interactive](#)

Have students:

- Listen to "Carnavalito," stepping the rhythm and stopping on each **rest**
- Dance in formation. (See [MOVEMENT | Patterned Movement Game](#), below.)

MOVEMENT | Patterned Movement Game
Learn and practice a [movement game for this song](#).

"Carnavalito"

- Students stand in a line following a leader, with hands joined (right in front and left in back) in a "W" at shoulder height.

A Section: (4 times)

- Walk, following the leader, stepping the

Here's a more detailed breakdown of the objectives:
Getting Close to the Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target
Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

Recess 1:45pm - 2:00pm

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

Bocce Ball (outside)

Standards

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

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

4.PE.6 Analyze opportunities for participating in physical activities outside health enhancement class.

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

- Students will be introduced to orchestra instruments in preparation for next year

Lesson / Instruction

Students will:

- Continue to be introduced to each instrument so they may begin to think about which instrument they would like to play next year.

Note: Have students focus on orchestra instruments only this year, which includes:

- Wind instruments (piccolo, flute, clarinet, oboe, bassoon, English horn)
- String instruments (largest section/about half of the orchestra - violin, viola, cello, double bass, harp)
- Brass instruments (trumpet, French horn, trombone, tuba/euphonium)
- Percussion instruments (timpani, bass drum (really large), snare drum, cymbals, piano)

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

Bocce Ball (outside)

Standards

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

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

5.PE.4 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics,

- each verse.
- Groups then form** around one student, who is designated "It."
- "It" sings** the first four measures of each verse, pointing at one of the groups to come in for the last four measures as a surprise.
- That group sings** while performing their action with the lyrics.
 - For variation, have students improvise new lyrics with additional colors and group actions.
- Have the groups** sing the entire song with hand signals and pitch syllables, with one group singing each re, and one singing each do.

MUSIC SKILLS | Listen, Play

ACTIVITY | Vocal Ranges: Interactive

Listen

- Have students listen** for the background singers in the recording of "Who's That Yonder?"
- Guide** students to realize that they heard an adult chorus with men and women singing.
- Explain** that adult voices are labeled according to their range. The four vocal parts are usually identified like this: soprano is the higher woman's voice, alto is the lower woman's voice, tenor is the higher man's voice, and bass is the lower man's voice.
- Have students observe** the ranges and listen to the pitches on the slide.
- Point out** that the lower sounds are notated on a staff with a bass clef.
- Guide** students to identify both the treble and bass clefs on the slide.
- Have them identify** the clef that appears in most of the songs they sing in this course. (treble)

VIRTUAL Mallet PERCUSSION | Orff Mallet Percussion (Xylophones, Metallophones, and Glockenspiels):

Interactive

- Have students play** "Who's That Yonder?" on mallet instruments.

you read the poem aloud to them.

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

Bocce Ball (outside)

Standards

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

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

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

K.PE.7 Recognize that physical activity causes physical changes.

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

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

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

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

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

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

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



drum rhythm (the same two-measure pattern as the melody rhythm in the Refrain of "Riddle Song").

- Lean slightly forward for m. 1, and lean back for m. 2.

B Section:

- Step-hop 8 times to the beat, swinging arms forward and back.

- After students have played the game, ask them to compare this game to another game, "Cuckoo, Where are You?" (See Section 2, Unit 1, Lesson 3, MOVEMENT | Game for Cuckoo, Where are You?)
- After children learn both games, ask them to describe what is the same and what is different about the two games.
 - Same:**
 - game based on folk music
 - uses a steady beat
 - Different:**
 - Spanish vs. English
 - partners and patterned movement vs. two players and whole class singing
 - solo and group singing vs. class singing.

ANALYZE | Carnavalito

Have students:

- Listen to "Carnavalito," stepping the rhythm and stopping on each **rest** again.
- Identify when they hear the tempo of the song change by raising their hand.
- Explain to students that the tempo changes from allegro (quickly) to moderato (moderate).
- Invite students to perform the song by singing it, clapping, and tapping to indicate the tempo change to moderato, and assess their ability to do so accurately.

WRAP UP

Carnavalito (Bolivian Folk Dance) - Audio

- Ask students to echo the pronunciation of the terms allegro and moderato.
- Have them define the two terms. (**Allegro** means "quickly;" **Moderato** means "moderate")
- Invite students to perform on rhythm instruments to

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

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

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

Objectives:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.

dance and games environments.

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

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

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

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

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

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

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

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

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

Objectives:

- Each team aims to roll their bocce balls as close as possible to

- Remove all bars but F G A.

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

Section 2: Unit 2: Lesson 3: Perform Sixteenth Notes

Standards

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

Objectives:

- Read and play sixteenth-note rhythm patterns.

Concept:

- Rhythm

Lesson / Instruction

PERFORM | Molinillo de café

CONCEPT OVERVIEW | S2U2L3: Perform Sixteenth Notes: Interactive

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

LOCATOR MAP | Latin America: Interactive

- Point out to students which areas make up Latin America.

ACTIVITY | S2U2L3: Rhythmic Patterns

Diagram: Interactive

- Have students read the rhythms in the Activity diagram.

SONG ANTHOLOGY | Grade 4: Document

- Have students refer to the **Song Anthology p. 145** and identify the sixteenth-note patterns in the speech piece. (and)
- Ask them to read the rhythm with syllables of your choice.

iPRONUNCIATION | Molinillo de café (Little

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

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

Objectives:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

Getting Close to the Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

Recess 1:45pm - 2:00pm



"Carnavalito."
 • Have them switch instruments with a partner when they hear the rhythm and tempo change.

Music - 5 1:45pm - 2:30pm
Band Instrument Exploration

Standards

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: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

- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

Getting Close to the Pallino:
 • Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:
 • A frame is completed when all balls have been thrown.
 • The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target Score:
 • The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:
 • The first team to reach the target score wins the game.

Practice Time 2:45pm - 3:30pm

the pallino, which is thrown first.
 • The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

Getting Close to the Pallino:
 • Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:
 • A frame is completed when all balls have been thrown.
 • The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target Score:
 • The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:
 • The first team to reach the target score wins the game.

Recess 2:30pm - 2:45pm

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

Students continue exploring instruments

Standards

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

MU:Cr2.1 Plan and Make - Select and develop musical

Coffee Mill): Interactive
 • **Have students listen** to the pronunciation for "Molinillo de café" to learn the words in Spanish.

iSONG | Molinillo de café (Little Coffee Mill): Interactive

Have students:
 • **Listen** to the recording.
 • **Say "Molinillo de café"** in rhythm, patting the sixteenth-note patterns. (Use the recorded accompaniment as appropriate.)

MOVEMENT | Creative Movement

"Molinillo de café"
 • **Invite students to create** a gesture for each line of "Molinillo de café."
 • **Have them form two groups** and say the rhyme as a canon with their gestures.
 ◦ *Have group 2 begin two beats after group 1.*

MUSIC SKILLS | Compose, Improve

RESOURCE MASTERS | Grade 4: Document

Compose:
 • **Have students compose** a percussion piece using sixteenth notes, use **Resource Master R•6, p. 102.**

VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers): Interactive

Improvise:
 • **Have students improvise** a percussion accompaniment to the speech piece. Choose Latin American instruments, if available.

PE - 2 2:00pm - 2:45pm
Bocce Ball (outside)

Standards

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

2.PE.3 Identify games, sports, or dances performed in other cultures.

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

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

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

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

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

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

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

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

2.PE.14 Work independently with others in partner



compositions to express intent, and explain connection to purpose and context.

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

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.

Objective:

- Students will be introduced to orchestra instruments in preparation for next year

Lesson / Instruction

Students will:

- Continue to be introduced to each instrument so they may begin to think about which instrument they would like to play next year.

Note: Have students focus on orchestra instruments only this year, which includes:

- Wind instruments (piccolo, flute, clarinet, oboe, bassoon, English horn)
- String instruments (largest section/about half of the orchestra - violin, viola, cello, double bass, harp)
- Brass instruments (trumpet, French horn, trombone, tuba/ euphonium)
- Percussion instruments (timpani, bass drum (really large), snare drum, cymbals, piano)

Recess 2:30pm - 2:45pm

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

Students continue exploring instruments

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.

Objectives:

- Continue experimenting with instruments

Lesson / Instruction

Students will:

- Consider which class they would be interested in (Band or Choir) for next year
- Discuss what each class will entail
- Students will continue to explore instruments for next year

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:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

objectives:

Getting Close to the

Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target

Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules



Standards

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.

Objectives:

- Fill out an interest survey
- Discuss what they learned this year
- Continue experimenting with instruments

Lesson / Instruction

Students will:

- Consider which class they would be interested in (Band or Choir) for next year
- Discuss what each class will entail
- Students will continue to explore instruments for next year

being played.

Winning the Game:

- The first team to reach the target score wins the game.

Practice Time 2:45pm - 3:30pm