



<p>Monday 09/15/2025 School Day 13</p>	<p>Tuesday 09/16/2025 School Day 14</p>	<p>Wednesday 09/17/2025 School Day 15</p>	<p>Thursday 09/18/2025 School Day 16</p>	<p>Friday 09/19/2025 School Day 17</p>
<p>Breakfast Duty 8:00am - 8:17am</p>	<p>Breakfast Duty 8:00am - 8:17am</p>	<p>Breakfast Duty 8:00am - 8:17am</p>	<p>Breakfast Duty 8:00am - 8:17am</p>	<p>Breakfast Duty 8:00am - 8:17am</p>
<p>Band - 7 &amp; 8 8:17am - 9:05am</p> <p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.2.7b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p><b>MU:Pr6.1.7a</b> Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as appropriate</p>	<p>Choir - 7 &amp; 8 8:17am - 9:05am</p> <p><b>Lesson 5: Harmony (Break from choir to teach a music theory lesson)</b></p> <p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr2.1.7a</b> Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected</p>	<p>Band - 7 &amp; 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application of elements of music including style, form, and use of sound sources.

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

**MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

**MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

**Objectives:**

- Students will continue practicing the first several songs in the Excellence Book
- Soon, we will select a song for the Winter Concert

criteria such as appropriate application of elements of music including style, form, and use of sound sources.

**Objectives:**

- Harmony

**Lesson / Instruction**

**INTRODUCTION** (chords and triads)

- Musicians add more dimension to sound with harmony.
- Harmonic relationships developed later in music history weren't found in all world music.

**TRIADS (3 pitches)**

**ACTIVITY | Triad Inversions** Slide

- The simultaneous sound of tones is called **harmony**.
- Groups of two or more pitches that sound together are called **chords**.
- In **traditional harmony**, chords are built on intervals of 3rds.
- Chords made of three pitches are called **triads**.

When a triad is written as two consecutive 3rds, the triad is in root position.

- The **lowest pitch** in a triad in the root position is called the root.
- The **middle pitch** is called the 3rd because it is an interval of a 3rd position above the root.
- The **highest pitch** is called a 5th because it is a 5th position above the root.

Chords or triads are often found as inversions.

- **Inversions** are the chord or triad pitches used in a pattern other than the root position.
- The triad must be repositioned in the root position to name the triad by its root.

**ACTIVITY | Qualities of Triad**

- There are **four types** or qualities of triads.
  - These are major, minor, diminished, and augmented.

**Major Triads** - major 3rd and perfect 5th above the root(built on any pitch by putting together these intervals

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groups (may be given a silent activity)

**Warm Up:**

- **Remind** students how to stand, sit, posture, etc.
  - Head level
  - Hold chest high
  - Shoulders down, slightly back, abs flat
  - Feet hip-width apart
  - Knees slightly bent
  - Imagine a cord attached to your head pulling you straight up
  - Sit on half of the chair, feet flat on the floor (if seated)
- **YouTube Link:** <http://youtu.be/Plm0T4xQWFw?si=bVfnMQHjLBm9Y3yQ>
- **Sing** - Scales UP and DOWN with hand signs (start at octave middle C)
- **Sing** - Pitch matching to piano (various pitches)
- **Continue to test** student's vocal range (Simply Sing app)
- **Place singers** on risers according to the vocal range



**Sing a song that the teacher chooses to work on for 1 to 2**

**rehearsals:**

- "Do Re Me" (from the film): [LINK: https://youtu.be/drmBMAEA3AM](https://youtu.be/drmBMAEA3AM)
- "Do Re Mi" Karaoke: [LINK: http://youtu.be/hulqJNjmHnw?si=guxQMZa1cyv23pyQ](http://youtu.be/hulqJNjmHnw?si=guxQMZa1cyv23pyQ)
- "Ah, Poor Bird" Karaoke 2 - Part Cannon (use no sound) [LINK: http://youtu.be/0aH1LCWkY80?si=ivfHBVAAfirGnH5F](http://youtu.be/0aH1LCWkY80?si=ivfHBVAAfirGnH5F)

**Note:** After some time ask students for suggestions of songs to sing

Prep 9:08am - 10:07am

PE - 6th Grade 10:10am - 11:09am

**VOLLEYBALL UNIT**

**Standards**

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**Standards**



**Lesson / Instruction**

**(10 mins) Warm-Up and Tuning:**

1. **Embouchure Warmers** - long tones and lip slurs, generally directed downward
2. **Arm and Finger Warmers** -
  - a. Scales, intervals, arpeggios, articulations (how each note is played, e.g. fermata, staccato),
  - b. Rudiment studies on drums (music elements that define structure):
    - a. flam stroke, single stroke roll, double stroke roll, paradiddle, double paradiddle)
3. **Mind Warmers** -
  - a. Scales starting on different degrees
  - b. Call out scale degree numbers and ask students to play those notes

Once Players are Warmed Up:

1. **Tune the Band** (see score page 000)
  - a. **Instruction and Evaluation** - relating to various aspects of musicianship, including:
    - a. rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
  - b. **Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
  - c. **Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

**(5 mins) The Familiar Selection**

1. **Play music confidently before starting the primary rehearsal selection**
  - a. Select a short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min), and play it with as few stops as possible
  - b. Do not spend time "rehearsing" this selection

**(15 min) The Primary Rehearsal** - *Receives the most attention during the rehearsal*

1. Go beyond the "woodshedding"

*above a given root).*

**Minor Triad** - minor 3rd and perfect 5th above the root.

**Augmented Triad** - major 3rd above the root, 5th is augmented.

**Diminished Triad** - minor 3rd above the root, 5th is diminished.

**ACTIVITY | Triads of a Major Scale**

**Triads** can be built on any scale pitch.

- In major keys, there are three major triads, three minor triads, and one diminished triad.
- All pitches in a triad are pitches contained in the scale.
- We label triads with Roman numerals below the staff to show the position of the triad in the scale.
  - **Tonic triad** - first note of the scale and labeled with the Roman numeral I.
  - **Uppercase numerals indicate major triads.**
  - **Lowercase numerals indicate minor triads.**
  - **Diminished triads** - marked with lowercase numerals and degree sign (vii°) indicating diminished chord contains a minor 3rd and diminished 5th.
  - **Augmented triads** - marked with uppercase numerals and plus sign (V+) indicating augmented chord contains a major 3rd and an augmented 5th.

**Chords** (three or more) are also labeled with chord symbols above the staff

- Chord symbols indicate the root of the chord by pitch name, and the quality of the chord.
- All symbols use uppercase letters.
- Other symbols are added to show the quality of the chord.

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**8.PE.1** Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.

**8.PE.4** Use tactics to create open space and close space during small-side play by combining locomotor movements.

**8.PE.5** Describe and apply a variety of movement concepts.

**8.PE.14** Accept responsibility for improving one's own levels of physical activity and fitness.

**8.PE.16** Provide encouragement and feedback to peers without prompting from teacher.

**8.PE.17** Apply rules and etiquette by acting as an official during modified games, dance and rhythm.

**8.PE.18** Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.

**8.PE.19** Respond appropriately to participant's ethical and unethical behavior during physical activity by

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- stage, ready to enter the next phase of learning
2. Rehearse this selection in sections
  3. Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
  4. Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

**(10 min) The Secondary Rehearsal Selection**

- *Woodshed (rehearse difficult passages until played flawlessly) a selection which has recently been sight-read*

1. Thoroughly familiarize students with a "fresh" piece of music
2. Rehearse in sections, repeating and drilling as necessary

**(5 min) Sight Reading** - *Once reviewed, this selection will move to the secondary rehearsal stage*

1. Choose a **NEW SELECTION** of music and read it in its entirety, recognizing elements of music:
  - a. rhythm (patterns)
  - b. melody (scale)
  - c. harmony (arpeggio - one note after another rising or descending)
  - d. style (genre)

**(5 min) The Fun Selection (Closer)**

1. Choose a music selection that students savor and perform masterfully

Prep 9:08am - 10:07am

PE - 6th Grade 10:10am - 11:09am

**VOLLEYBALL UNIT**

**Standards**

**8.PE.1** Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance

**ACTIVITY | Triads of a Minor Scale**  
**Minor keys have several possible chord qualities**, as there are three forms of minor scales. Frequently used chord qualities are shown.

**SEVENTH CHORDS**

**ACTIVITY | Seventh Chords**

**A seventh chord is a four-note chord** that combines a triad with an interval of a 7th above the root.

- **Five commonly used 7th chords in major and minor tonalities.**
  - **Major 7th chord** - combines a major triad and a major 7th
  - **Dominant 7th chord** - combines a major triad with a minor 7th.
  - **Minor 7th chord** - combines a minor triad with a minor 7th.
  - **Half-diminished 7th chord** - combines a diminished triad with a minor 7th
  - **Diminished 7th chord** - combines a diminished triad with a diminished 7th

**ACTIVITY | Seventh Chords Built on the Major Scale**

- Just like triads, 7th chords can be built on every note in a scale.
- The qualities of 7th chords in a major key are shown on the slide.
- Notice that the dominant 7th chord is unique to the dominant tone of the scale.

**ACTIVITY | Seventh Chords Built on the Minor Scale**

- The 7th chords commonly used in minor keys are shown on the slide.
- Notice that the dominant 7th chord is used on the dominant note in a minor key just as it is in the major key.
- The **most commonly used qualities of 7th chords are the dominant 7th and minor 7th.**
- Some styles of music use very few 7th chords. Folk music is typically limited to triads, the dominant 7th, and occasionally, minor 7th chords.
- Other styles, such as jazz, regularly use all types of 7th chords.

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using roles and guidelines for resolving conflicts.

**8.PE.20** Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**8.PE.21** Identify safety concerns and use physical activity and fitness equipment appropriately.

**Objective:**

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

- Use exercise Dice

**(10 min) Go Fitness: Quick Cardio**

**Games: Materials:** Cones, polyspots, floor markers

- Team Run and Jump (Card 37)

**(25 min) Go Activity: Volleyball**

- Volleyball Game

**(5 min) Cool-down**

- **Stretch Routine (Card 273-274)**
  - Neck: turn head side to side, turn head left and right
  - Chest: clasp hands behind you and raise arms
  - Back: wrap arms around upper body as though hugging yourself
  - Truck, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
  - Hamstrings: cross left foot over right foot with knees

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- Traffic Jam (Card 38)

**(25 min) Go Activity: Volleyball**

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activities.

**8.PE.4** Use tactics to create open space and close space during small-side play by combining locomotor movements.

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**PRIMARY CHORDS**

**ACTIVITY | Primary Chords**

**Primary chords** are the principal harmonies in a tonality. The **primary chords in major keys are tonic, subdominant, and dominant.**

**ACTIVITY | Harmonizing the Notes of the Major Scale**

These chords collectively contain all the notes in the major scale. Every pitch in a simple melody can be harmonized with one of these chords.

**ACTIVITY | Chord Transposer Interactive**

**SECONDARY CHORDS**

**iSCORE | Harmonized Melody**

Secondary chords **substitute for primary chords, adding interesting contrast to the music.**

**Primary chord:**  I IV   
 V7  - typically used to harmonize the beginnings and ends of phrases

**Secondary chord:**  iii or vi ii or vi vii°  - typically found in the middle of musical phrases

**ACTIVITY | Minor Key Primary Triads**

**Primary chords in minor** are also tonic, subdominant, and dominant, but the quality of the tonic and subdominant chords is minor.

- This makes the minor tonality distinctive from the major tonality.

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PE - 6th Grade 10:10am - 11:09am

**VOLLEYBALL UNIT**

**Standards**

**8.PE.1** Perform with mature

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**Primary chords** are the principal harmonies in a tonality. The **primary chords in major keys are tonic, subdominant, and dominant.**

**ACTIVITY | Harmonizing the Notes of the Major Scale**

These chords collectively contain all the notes in the major scale. Every pitch in a simple melody can be harmonized with one of these chords.

**ACTIVITY | Chord Transposer Interactive**

**SECONDARY CHORDS**

**iSCORE | Harmonized Melody**

Secondary chords **substitute for primary chords to add interesting contrast to the music.**

**Primary chord:**  I IV   
 V7  - typically used to harmonize the beginnings and ends of phrases

**Secondary chord:**  iii or vi ii or vi vii°  - typically found in the middle of musical phrases

**ACTIVITY | Minor Key Primary Triads**

**Primary chords in minor** are also tonic, subdominant, and dominant, but the quality of the tonic and subdominant chords is minor.

- This makes the minor tonality distinctive from the major tonality.

Choir - 7 & 8 8:17am - 9:05am

Prep 9:08am - 10:07am

PE - 6th Grade 10:10am - 11:09am

**VOLLEYBALL UNIT**

**Standards**

slightly bent, slide hands down legs

- Quads: Reach back to grab foot and pull up to back of thighs
- Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
- Hips: Lunge all the way until the back leg is extended as far as it can go

Lunch 11:12am - 12:12pm

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

**Dribbling and Passing Unit (Feet)**

**Standards**

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

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

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

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

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

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

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

slightly bent, slide hands down legs

- Quads: Reach back to grab foot and pull up to back of thighs
- Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
- Hips: Lunge all the way until the back leg is extended as far as it can go

Lunch 11:12am - 12:12pm

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

**Section 1: Unit 1: Lesson 1: Steady Beat, No Steady Beat**

**Standards**

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

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

**MU:Pr4.2.1a** With limited guidance, demonstrate



projects.  
**8.PE.21** Identify safety concerns and use physical activity and fitness equipment appropriately.

- Objective:**
- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
  - Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
  - Have fun being physically active.

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

- Use exercise Dice

**(10 min) Go Fitness: Quick Cardio**

**Games: Materials:** Cones, polypots, floor markers

- "Outta Here" (Card 34)

**(25 min) Go Activity: Volleyball**

- Aerobic Volleyball (Card 524)

**(5 min) Cool-down**

- Stretch Routine (Card 273-274)**
  - Neck: turn head side to side, turn head left and right
  - Chest: clasp hands behind you and raise arms
  - Back: wrap arms around upper body as though hugging yourself
  - Trunk, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
  - Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
  - Quads: Reach back to grab foot and pull up to back of thighs
  - Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
  - Hips: Lunge all the way until the back leg is extended as

form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.

**8.PE.4** Use tactics to create open space and close space during small-side play by combining locomotor movements.

**8.PE.5** Describe and apply a variety of movement concepts.

**8.PE.14** Accept responsibility for improving one's own levels of physical activity and fitness.

**8.PE.16** Provide encouragement and feedback to peers without prompting from teacher.

**8.PE.17** Apply rules and etiquette by acting as an official during modified games, dance and rhythm.

**8.PE.18** Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.

**8.PE.19** Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for

**8.PE.1** Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.

**8.PE.4** Use tactics to create open space and close space during small-side play by combining locomotor movements.

**8.PE.5** Describe and apply a variety of movement concepts.

**8.PE.14** Accept responsibility for improving one's own levels of physical activity and fitness.

**8.PE.16** Provide encouragement and feedback to peers without prompting from teacher.

**8.PE.17** Apply rules and etiquette by acting as an official during modified games, dance and rhythm.

**8.PE.18** Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.

**8.PE.19** Respond appropriately to participant's ethical and unethical behavior during physical activity by

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

- Objectives:**
- Dribbling and Passing Effectively
  - Kicking for Accuracy

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Alphabet Walk (Card 11) **NEED ALPHABET LETTERS**

**Go Fitness/Cardiovascular Activity (12 min)**

- Alphabet Walk (Card 11)

**Go Activity: Dribbling & Kicking (feet) Activities (15 min)**

- Kick for Accuracy (Card 207)
- Kick-Kick (Card 208)

**Cool-down (5 min)**

- Simon Says (Card 5)

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

**IN THE SPOTLIGHT:**

**Lesson 4: Patriotic Medley**

**Standards**

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

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

**MU:Re7.2.3a** Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

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

- Objectives:**
- Perform sounds and movements to show the difference between a steady beat and no steady beat.

**Lesson / Instruction**

**INTRODUCTION**

**SLIDE: CONCEPT OVERVIEW | S1U1L1:Steady Beat, No Steady Beat**

- Give children an overview of the lesson using this slide

**DESCRIBE | Everyday Sounds**

- Invite children to tell about sounds they hear every day. (people talking, cars honking, clocks ticking, birds singing)
- Ask them to describe how some sounds are steady and some are not. (Clocks are steady; birds singing are not.)

**MOVE | Gilly, Gilly, Gilly Good**

**Morning SLIDE: iSONG | Gilly, Gilly, Gilly Good Morning**

- Have children listen to "Gilly, Gilly, Gilly Good Morning," keeping the steady beat by:
  - Patting during section A and Tapping feet during section B. (Click the audio for the song in the Overview above or use the iSong.)
- Use the front, back, or split view videos for movement to "Gilly, Gilly, Gilly Good Morning."
  - Show Video: SOM G1 | JJ Choreography Gilly Good Morning Front
  - Show Video: SOM G1 | JJ Choreography Gilly Good Morning Back



far as it can go

Lunch 11:12am - 12:12pm

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

**Unit 1: Who We Are:  
Lesson 2: Music Has  
Patterns**

**Standards**

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

**MU:Cr1.1.PreKa** With substantial guidance, explore and experience a variety of music.

**MU:Cr2.1.PreKa** With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

**Objectives:**

- Children will explore rhythmic patterns.

**Lesson / Instruction**

**INTRODUCTION**  
Give children an overview of the lesson using the following slide.

**LET'S BEGIN | Patterns  
Everywhere**  
**ACTIVITY | S1U1L2: Patterns**  
*Display the slide Patterns.*

**Have children:**

- Identify** the objects pictured. (wall/floor with tiles; sea shell) Children will use vocabulary known to them
- Describe** the wall/floor pattern on

resolving conflicts.

**8.PE.20** Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**8.PE.21** Identify safety concerns and use physical activity and fitness equipment appropriately.

**Objective:**

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

- Use exercise Dice

**(10 min) Go Fitness: Quick Cardio**

**Games: Materials:** Cones, polypots, floor markers

- Pass It On (Card 35)

**(25 min) Go Activity: Volleyball**

- Grid Volleyball (Card 525)

**(5 min) Cool-down**

- Stretch Routine (Card 273-274)**
  - Neck: turn head side to side, turn head left and right
  - Chest: clasp hands behind you and raise arms
  - Back: wrap arms around upper body as though hugging yourself
  - Trunk, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
  - Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs

using roles and guidelines for resolving conflicts.

**8.PE.20** Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**8.PE.21** Identify safety concerns and use physical activity and fitness equipment appropriately.

**Objective:**

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

- Use exercise Dice

**(10 min) Go Fitness: Quick Cardio**

**Games: Materials:** Cones, polypots, floor markers

- Random Running (Card 36)

**(25 min) Go Activity: Volleyball**

- Volleyball Game

**(5 min) Cool-down**

- Stretch Routine (Card 273-274)**
  - Neck: turn head side to side, turn head left and right
  - Chest: clasp hands behind you and raise arms
  - Back: wrap arms around upper body as though hugging yourself
  - Trunk, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
  - Hamstrings: cross left foot over right foot with knees

**Objectives:**

- Be introduced to a medley dedicated to America

**Lesson / Instruction**

**GOAL:** Learn a medley about America, Patriotic Medley

**DESCRIBE | Medley SLIDE: IN THE SPOTLIGHT | S0U1L4: Lesson 4**

- Have students** look at the title of the song.
- Tell them** that a medley is made up of two or more songs combined - a "Patriotic Medley."
  - "You're a Grand Old Flag,"
  - "This Land is Your Land"
  - "America the Beautiful"
- Ask** if students are familiar with any of these songs
- Invite** a volunteer to read aloud the introduction

**LISTEN | Patriotic Medley SLIDE: iSONG | Patriotic Medley**

**Have students:**

- Listen** to "Patriotic Medley" as they follow the lyrics.
- Identify** when the song changes occur by raising their hands.
- Call attention to** the first and second endings and repeat sign used in the Song Anthology

**SING | Patriotic Medley**

- Ask** students to sing the medley with the recording. **Use: Piano Accompaniments p. S7**

**MOVE | Patriotic Medley**

- Divide** students into three groups and assign each group one song from the medley.
- Have each group** stand and sing their assigned song with the recording.

**MOVEMENT | Patterned Movement "Patriotic Medley"**

**Formation:** Circle; students have red, white, and/or blue scarves, ribbons, or paper streamers in one or both hands.

- Show Video: SOM G1 | JJ Choreography Gilly Good Morning Split Screen**

**MOVE | Hey Children. Who's in Town?**

**SLIDE: iSONG | Hey, Children, Who's in Town?**

- Have children** listen to "Hey, Children, Who's in Town?" and echo each phrase in the speech piece, patting with the strong beats and clapping with the weak beats.

**SLIDE: LISTENING | Hey, Children, Who's in Town?**

- Invite children** to say and pat-clap the whole piece, then echo four children's names before repeating.

**REACHING ALL LEARNERS | English Language Learners**

**ELL Adaptation**

- Gestures to Help Explain Meaning of Words in a Chant** Before children listen to "Hey, Children, Who's in Town?" recite each line and demonstrate a gesture for each that will help convey its meaning. Then proceed with the lesson as written.

**ELL Intervention Strategies**

- Early Production and Speech Emergence** Have children come up with a one-word label for each gesture used to convey the meaning of the lines.
- Intermediate and Advanced Fluency** Invite children to discuss which gestures used in the chant are their favorites.

**LISTEN / PAT | Steady Beat with Miss Mary Mack SLIDE: iSONG | Miss Mary Mack**

- Invite** children to listen to "Miss Mary Mack" and pat with the beat, noting when the music gets faster.
- Ask children** to describe what they were feeling in the music as they patted. (*beat, a steady feeling*)
- Tell children** that this steady feeling is called a "steady beat."

**SLIDE: ACTIVITY | S1U1L1: Steady Beat with Miss Mary Mack**

- Display the slide** and model for



the left. (tiny tiles, same shapes, four diamond shapes on top, four diamond shapes below) Children may or may not be able to count the shapes, and they may not know the word diamond

- **Clap** as you tap each of eight shapes with a steady beat, moving left to right; top row, then bottom row.
- **Describe** the sea shell on the right. (spiral, "circles")
- **Draw** a spiral shape in the air to model the shell, circling from the inside out.
- **Explain** to children that repeated shapes form a "pattern."

**PLAY | Rhythmic Patterns**  
**ACTIVITY | S1U1L2: Playing Patterns**

**Encourage children to:**

- **Identify** the objects pictured in the slide. (apples, colored pencils) (Point out that each frame contains three or four of the same object, but the same objects have different colors.)
- **Describe** the apples on the left. (apples of different colors: green and red apples)
- **Discuss** how they would represent the pattern with sound. (Accept all reasonable answers. You might want to suggest patting, clapping, or tapping.)
- **Represent** the pattern using sound and four steady beats as you point to each apple. (You may wish to have just one volunteer represent the pattern with sound at a time.)
- **Continue** the same way with the pattern of pencils.

**TEACHER TO TEACHER | Dramatization**

Children at this age delight in dramatization.

- As children perform movements and act out ideas, teach them to follow your cues.
- **Use** marked movements when pointing to each shape, and place your hands behind your back or put a finger to your lips to signal silence.

**LISTEN | The Cat's Fugue**  
**LISTENING | Sonata in G minor (The Cat's Fugue)**

- Quads: Reach back to grab foot and pull up to back of thighs
- Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
- Hips: Lunge all the way until the back leg is extended as far as it can go

Lunch 11:12am - 12:12pm

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

**Dribbling and Passing Unit (Feet)**

**Standards**

- 2.PE.1 Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.
- 2.PE.7 Actively engage in health enhancement class in response to instruction and practice.
- 2.PE.10 Practice skills with minimal teacher prompting.
- 2.PE.11 Accept responsibility for class protocols with behavior and performance actions.
- 2.PE.12 Accept specific corrective feedback from a teacher.
- 2.PE.13 Recognize the role of rules and etiquette in teacher-designed physical activities.
- 2.PE.14 Work independently with others in partner environments.
- 2.PE.16 Work independently

- slightly bent, slide hands down legs
- Quads: Reach back to grab foot and pull up to back of thighs
- Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
- Hips: Lunge all the way until the back leg is extended as far as it can go

Lunch 11:12am - 12:12pm

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

**In the Spotlight: Lesson 3: Spotlight on Fun**

**Standards**

- MU:Cr2.1.Ka** With guidance, demonstrate and choose favorite musical ideas.
- MU:Cr3.2.Ka** With guidance, demonstrate a final version of personal musical ideas to peers.
- MU:Re7.2.Ka** With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
- MU:Re8.1.Ka** With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

**Objectives:**

- Children will learn how music provides ways to show feelings.

**Lesson / Instruction**

GOAL: Sing with Expression and

**A Section:** March counterclockwise (8 beats); stand and shake streamers low 4 beats, high 4 beats (8 beats). March clockwise (8 beats); stand and shake streamers going low to high (8 beats). Repeat A Section. Rest 4 beats for transition.

**B Section:** Sashay counterclockwise (8 beats); bounce with hands on knees (8 beats). Reverse (16 beats); 3 steps into center shaking streamers at different levels; freeze on beat 4 and repeat; reverse back to circle (16 beats). Repeat first 16 beats of B.

**C Section:** Face counterclockwise and sway left and right into circle (streamers high) and out (streamers low) with slow steps (16 beats). Reverse direction (16 beats). Face center and sway in (streamers up) and out (streamers low); repeat (8 beats total). For ending, walk to center shaking streamers low and raising hands slowly (8 beats).

**MOVEMENT | Additional Patterned Movement**

- **Use:** Piano Accompaniments p. S7 for additional choreography to use with "Patriotic Medley."

**WRAP UP**

- **Have students** name ways that the songs in the medley show patriotism for America.
- **Have students** stand and sing the entire medley together as a class.

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

**IN THE SPOTLIGHT: Lesson 4: Patriotic Medley**

**Standards**

children how to tap each black beat bar with the steady beat while listening

- **Ask volunteers** to take turns tapping the bars with the beat.

**SING | Miss Mary Mack**  
**Mack DOCUMENT: SONG ANTHOLOGY | Grade 1 pg. 129**

- **Have children** echo-sing phrases of the song until they know it.
- **Tap** the beat bars with the steady beat as children sing and pat knees with the beat.

**HISTORY AND CULTURE | Street Games**

**Read:**  
*A traditional street game, "Miss Mary Mack" is played with a jump rope or pattern of hand claps. Street games are more than games; they are also a form of social interaction, a chance for children to get together and create their own fun. "Miss Mary Mack," as with most street games, involves cooperating with others. Children have to work together to decide on the rules, figure out how to sing the chant, form strategies, and so on.*

**LINKS | Physical Education**

**Jump Rope "Miss Mary Mack"** is often played as a jump-rope game. To play, two children hold the ends of the rope while one or more children jump over the middle as everyone sings "Miss Mary Mack." The rope turners should be far enough apart so that the rope goes over the jumper's head but just barely touches the ground as it goes under the feet of the jumper(s).

**ANALYZE | Steady Beat and No Steady Beat SLIDE: POETRY | S1U1L1: Ears, Far and Near**

- **Tell children** that they will listen to the poem "Ears, Far and Near" to hear about things that have a steady beat and no steady beat.



**Invite children to:**

- **Explore** hand, foot, and body movements, such as wiggling fingers, stepping or tapping feet, and shrugging shoulders, to create a small pattern. (You may wish to guide children to use a simple pattern of two movements as a starting point.)

**MOVEMENT | Creative Movement**

- **Perform** their pattern while listening to Scarlatti's "Sonata in G Minor." (Display the listening slide and read aloud the title and composer.)

**MUSIC SKILLS | Pat with the Beat**

**The Cat and I Keep the Beat**

- Children often enjoy learning to keep a steady beat to recorded music while patting or moving with a stuffed animal. Ask children to bring their favorite stuffed animal to preschool.
- While seated on the floor holding their stuffed animals in their laps, have them listen to 10–20 seconds of the listening selection.
- Explain that the stuffed animals will help them keep the steady beat. Model patting to the music with a steady beat. Encourage children to pat their stuffed animals along with the beat. If children experience difficulty feeling the beat, gently tap it on their shoulders while they pat their stuffed animal.

**TEACHER TO TEACHER |**

**Teaching Tips**

**Be Patient Have high expectations, but be willing to try new approaches.**

- **Give** directions one step at a time. Break complex tasks into small steps.
- **Ask** children to recall instructions in their own words. If needed, repeat instructions.
- **Maximize** each child's chances for success by capitalizing on his or her strengths.
- **Modify** expectations. For example, if there are three objectives for a lesson, expect the child to achieve one.

**SING | My Body**

and safely in physical activity settings.

**Objectives:**

- Dribbling and Passing Effectively
- Kicking for Accuracy

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Alphabet Walk (Card 11) **NEED ALPHABET LETTERS**

**Go Fitness/Cardiovascular Activity (12 min)**

- Alphabet Walk (Card 11)

**Go Activity: Dribbling & Kicking (feet) Activities (15 min)**

- Kick for Accuracy (Card 207)
- Kick-Kick (Card 208)

**Cool-down (5 min)**

- Simon Says (Card 5)

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

**VOLLEYBALL UNIT**

**Standards**

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

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

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

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

move, "If You're Happy"

**ANALYZE | Opening Text SLIDE: IN THE SPOTLIGHT | SOU0L3:**

**Spotlight on Fun**

- **Display** the slide Spotlight on Fun.
- **Discuss** with children things that make them happy and ways they show that they are happy. (smiling, singing, dancing, skipping)

**LISTEN | If You're Happy SLIDE:**

**iSONG | If You're Happy**

**DOCUMENT: Song Anthology, p. 67**

- Have children listen to "If You're Happy" to see how the song suggests expressing happiness. (clap your hands, tap your foot, nod your head, do all three)

**SING | If You're Happy AUDIO: If You're Happy (Stereo Mix)**

**Have children:**

- Sing along with expression and do the actions for each verse as you play the song.
- Name the movement in the song that made no sound. (nod your head)
- Think of other movements that make no sound and sing the song with these new words. (smile for me, wink your eye, wave your hand, wiggle your nose)

**MUSIC SKILLS | Play AUDIO: If You're Happy (Instrumental)**

**Play (musical game):**

- **Have children** add unpitched instruments on each action; for example, clap —tambourine, tap —drum, nod —triangles.

**Create:**

- **Play** a game creating new verses for this seasonal song about being happy (or not) at the start of school.
- **Work with** children to write additional verses.
- **Sing** the song with the new verses, using the instrumental track.
  - *If you're happy and you know it, strike a pose/shout hurrah/ let's all laugh*
  - *If you're angry and you know it, frown and growl; if you're*

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

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

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

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

**MU:Re7.1.4a** Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

**Objectives:**

- Learn how specific songs make Americans feel proud.

**Lesson / Instruction**

- **Have them** pat with the beat as you read the poem.

**R-Controlled Vowels**

- **Then ask children** to clap a steady, four-beat rhythm as you read each of these repeated lines:
  - *Walk far away (rest), and then come near (rest), / Listen for a sound, then tell me what you hear (rest).*

**IDENTIFY | Steady Beat and No Steady Beat SLIDE: ACTIVITY | S1U1L1: Steady Beat, No Steady Beat**

- **Have children identify** which pictures show steady beat and which show no steady beat.
  - **Steady Beat:** Jumping rope, bouncing ball, running dog has steady beat
  - **No Steady Beat:** Woman sweeping, mom pushing baby in carriage, butterfly, men moving piano, girl saying "Hi"

**REACHING ALL LEARNERS | English Language Learners**

**ELL Adaptation**

- **Vocabulary: Steady Help** children read the title of Lesson 1, "Steady Beat, No Steady Beat," at the top. Help them to understand steady means "not changing," or "the same." Show children how the beat is the same and does not change. Invite children to experiment with the concept by having them play the same beat, by patting knees or using the tops of their desks as drums, for one minute.
- **Vocabulary: Beat** Before beginning the lesson, ask children to pat their legs several times along with you. Instruct them to start and stop when you do and to say "beat" for each pat. Repeat the activity and have children tap their feet along with you. Then, write the word beat on the board, and point to it as you say the word several times. Next, show the pictures from ACTIVITY | Steady Beat, No Steady Beat to reinforce the meaning of steady. Then, proceed with the lesson as written.

**ELL Intervention Strategies**



**Invite children to:**

- **Echo** you as you demonstrate the **8th notes** rhythms in "Mi cuerpo": hands (clap clap clap), feet (stamp stamp stamp), sing (La la la), and wiggle (Cha cha cha).
- **Listen** to the English version of the song "Mi cuerpo" (My Body), the second section in the interactive song, and perform the rhythm patterns. (Use Form in the controls in the song.)
- **Use** the locator map to show some Spanish speaking countries.

**PRONUNCIATION | Mi cuerpo**

- a f a ther
- e a pe
- i b ee
- o o bey
- u m oo n
- ? flipped r
- β b without lips touching

**MOVE | Body Patterns**

**ACTIVITY | My Body Patterns**

**Have children:**

- **Describe** the pictures on the slide.
- **Discuss** how they would perform the top pattern. (clapping three times) Continue with the other two patterns. (stamping three times; wiggling three times)
- **Identify** the similarities. (Each figure is repeated three times.)
- **Play** rhythm instruments using the rhythmic patterns. Encourage them to sing along.

**TEACHER TO TEACHER |**

**Teaching World Music**

**As the teacher of multicultural music, remember these points:**

- **Learn** the song well before you teach it, including foreign language lyrics. Children will immediately recognize your confidence and feel more comfortable learning the song.
- **To involve children** in the music, add clapping, moving, a rhythm, or a word game.
- **Maximize** ways for individuals to take part, such as playing instruments or performing an accompanying dance.

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

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

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

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

**4.PE.18** Rate the enjoyment of participating in challenging and mastered physical activities; and

**Objective:**

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

- Fast Walk (Card 4)

**(10 min) Go Fitness:**

**Cardiovascular Activities: Aerobic Games**

- Materials:** 1 plastic hoop, 4 bean bags per 4-5 students
- Barker's Hoopla (Card 59)

**(25 min) Go Activity:**

**Volleyball: CATCH Challenge 1**

*sleepy and you know it, snore and whistle.*

**LINKS | Reading**

**Reading: Initial Consonant**

**Sound— H**

- Have children find words beginning with H in the first verse of the song. (happy, hands) Write the words on the board. As children sing the song, have them think these words without singing them, substituting a gesture for each word as you point to it.

**MOVEMENT | Non-locomotor**

**Movement**

**"If You're Happy"**

- This song gives children the opportunity to explore and dramatize a range of emotions.
- Have them stand in one place and learn the following words and actions.
- *If you're happy and you know it, give a smile: give OK sign twice.*
- *If you're sad and you know it, shed a tear: say Boo, hoo, rub eyes.*
- *If you're scared and you know it, hide your eyes: say Oh, no! and turn head and cover eyes.*
- *If you're angry and you know it, stamp your feet: make an angry face and stamp twice.*
- *If you're loving and you know it, give a hug: put arms around self and rock side to side.*

**Once children know the words:**

- Have them walk as they sing and do the motions in front of classmates nearby, which allows them to relate to a variety of classmates.

**WRAP UP**

- **Ask children** to think of ways that they can make other people happy, such as being kind to them, being friendly, and being helpful.
- **Invite** them to sing "If You're Happy and You Know It" again as a game:
  - With some children performing the actions
  - With others playing instruments on keywords.
- **Assess** children's ability to play the game as they sing.

**GOAL:** Learn a medley about America, "Patriotic Medley."

**DESCRIBE | Pride in Your Country**

**SLIDE: IN THE**

**SPOTLIGHT | SOU1L4: Lesson 4**

- **Discuss** with students how certain songs can make people feel pride for America. Ask students to describe what aspects of America they would sing about.
- **Tell** students that they will learn a medley of patriotic songs that express pride in The United States of America.

**Have students:**

- **Volunteer** to read the text from the slide aloud.
- **Discuss** the photo and how it is connected to having pride in America.

**LISTEN | Patriotic Medley**

**SLIDE: iSONG | Patriotic Medley**

- **Ask** students to follow along with lyrics as they listen to "Patriotic Medley." (**Use Song Anthology p. 191 if you wish students to practice repeat signs.**)
- **Have them identify** the songs in the medley. ("You're a Grand Old Flag," "This Land Is Your Land," "America the Beautiful")

**SING | Patriotic Medley**

- **Invite** students to perform music representative of America by having them stand and sing the medley.
- **Encourage** them to use expression and follow the different tempos. (**Use the recorded accompaniment or Piano Accompaniments p. S5 as appropriate.**)

**MOVEMENT | Patterned**

**Movement SLIDE: MOVEMENT |**

**Patriotic Medley**

- **Tell students** they will move in groups to patriotic repertoire, using locomotor skills that take them from place to place.

**"Patriotic Medley"**

**Formation:** Circle; students have

- **Preproduction** Write the word beat on the board, and ask children to point to the board every time you say the word aloud.
- **Early Production and Speech Emergence** Have children write the word beat when you start and conclude the music activity.

**PERFORM | Miss Mary Mack Hand Patterns**

**SLIDE: iSONG | Miss**

**Mary Mack**

**Have children learn** this hand pattern and perform it with each phrase of "Miss Mary Mack." (X=cross arms on chest; P=clap partner's hands)

**2/4 |** clap | X clap | P rest | P rest | P ||

**Try the following activity to reinforce steady beat:**

- **Have children** form a circle.
- **Put a set of drumsticks** in the center.
- **Have the class** clap a steady beat in time.
- **Have a volunteer** walk to the center of the circle and tap each drumstick to the class's clapping.
- **The class will stop** clapping on your signal, but the person in the center will keep tapping out a steady beat at the tempo provided by class.
  - This can be done at different tempos for each student.

**Repeat the pattern for each stanza.**

Once the pattern is learned, children can speed up the rhythm to make the game more challenging.

**PROGRESS CHECKPOINT**

**Informal Assessment**

- **Display** the **SLIDE: ACTIVITY | Steady Beat, No Steady Beat** again and have children pat with the beat in response to you pointing to steady beat pictures, and make a different sound and movement when you point to pictures representing no steady beat.

**Optional Reteaching**



**LINKS | Reading**

**ACTIVITY | S1U1L7: Singing in a Sequence**

- Reading:** Sequence of Events  
Sequencing is reinforced by singing and ordering pictures.
- When the song and movements of "Mi cuerpo" are familiar, say "The song lists four ways we can make music with our bodies. What are these four ways?" (Clap hands, stamp feet, sing, whole body does "cha-cha-cha.")
  - Display** the slide and ask children, "In our song, what is the first way we can make music?" (clap hands)
  - Have a volunteer** drag and drop the correct picture in the first target area.
  - Continue to complete** the sequence of the song. (Optional: Distribute envelopes with pictures to children.
  - Ask children** to order their own pictures as the song is slowly being sung. Sing the song again as children point to each picture at the appropriate time.)

**PROGRESS CHECKPOINT**

**Informal Assessment**

- Invite** children to look for patterns in the classroom. You might want to display patterns, such as "triangle, claves, triangle, claves," and let children discover them.

**Optional Reteaching**

- Form two groups** of classroom objects, such as a basket with instruments, and four instruments aligned.
- Discuss** the difference with children.
- Guide** children to discuss that sounds can also be scattered or in patterns.

**SCHOOL TO HOME:** SONG ANTHOLOGY | Grade PreK: Document

- Mi cuerpo: "My Body"

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

- Materials:** 1 Volleyball per 3-5 students/hoops, net
- Circle Keep-It Up (card 589)
  - Hoop Serve (Card 590)

**(5 min) Cool-down**

- Stretch Routine (Card 273-274)
  - Neck: turn head side to side, turn head left and right
  - Chest: clasp hands behind you and raise arms
  - Back: wrap arms around upper body as though hugging yourself
  - Trunk, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
  - Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
  - Quads: Reach back to grab foot and pull up to back of thighs
  - Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
  - Hips: Lunge all the way until the back leg is extended as far as it can go

Recess 1:45pm - 2:00pm

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

**VOLLEYBALL UNIT**

**Standards**

- 3.PE.7** Engage in the activities of health enhancement class without teacher prompting
- 3.PE.13** Recognize the role of rules and etiquette in physical activity with peers.
- 3.PE.6** Chart participation in physical activities outside health enhancement class.
- 3.PE.10** Practice personal responsibility in teacher-directed activities.

**SCHOOL TO HOME DOCUMENT:** "If You're Happy," pg. 67 SONG ANTHOLOGY | Grade K

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

**Recorders**

**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: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:Cr2.1.5a** 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

red, white, and/or blue scarves, ribbons, or paper streamers in one or both hands.

**A Section:** March counterclockwise (8 beats); stand and shake streamers low 4 beats, high 4 beats (8 beats). March clockwise (8 beats); stand and shake streamers going low to high (8 beats). Repeat A Section. Rest 4 beats for transition.

**B Section:** Sashay counterclockwise (8 beats); bounce with hands on knees (8 beats). Reverse (16 beats); 3 steps into center as streamers shake at different levels; freeze on beat 4 and repeat; reverse back to circle (16 beats). Repeat first 16 beats of B.

**C Section:** Face counterclockwise and sway left and right (into circle, streamers high and out, streamers low) with slow steps (16 beats). Reverse direction (16 beats). Face center and sway in (streamers up) and out (streamers low); repeat (8 beats total). For ending, walk into center shaking streamers low (8 beats). Raise hands slowly, shaking streamers (8 beats).

**ARRANGE | Patriotic Songs**

- Invite** students to suggest additional patriotic songs that could be added to this medley and how they could be incorporated.

**WRAP UP**

- Ask students** to think of different ways in which Americans show respect when singing patriotic songs. (standing, right hand over heart, hats off, singing respectfully)
- Have the class** choose at least one way of showing respect and sing the medley again, paying attention to good posture and breath support.

- Choose children** who are patting and moving correctly, and have them model the correct responses.
- Divide the class in half**, and have each half do only one of the activities.

**WRAP UP**

- Ask children to describe** how they showed steady beat and no steady beat in the lesson.
  - (They patted with the steady beat, and moved and made sounds differently for no steady beat.)
- Close by singing** "Miss Mary Mack" once more, patting with the beat.

**PORTFOLIO | Creative Unit Project**

**Creative Unit Project [2 of 6]**

- Have children** form small unit-project groups and begin unit project by talking about sounds in the environment:
  - that *have a steady beat*
  - that *have no steady beat*
- Use** examples of sounds found around your school as a way to begin the discussion.
- Children can use Resource Master 1•4, page 5** as a **Worksheet**. The **Answer Key p.192**.

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

**Dribbling and Passing Unit (Feet)**

**Standards**

- 2.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.
- 2.PE.7** Actively engage in health enhancement class in response to instruction and practice.
- 2.PE.10** Practice skills with minimal teacher prompting.



**Section 1: Unit 1: Lesson 3:  
Reading Quarter Notes,  
Paired Eighth Notes, and  
Quarter Rest Rhythms**

**Standards**

**MU:Cr1.1.2b** Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

**MU:Cr2.1.2a** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

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

**MU:Cr3.2.2a** Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

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

**Objectives:**

- Read quarter notes, eighth notes, and quarter rests.

**Lesson / Instruction**

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

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

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

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

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

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

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

**Objective:**

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

1. Fast Walk (Card 4)

**(10 min) Go Fitness:**

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

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

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

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

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

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

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

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

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

**Objectives:**

- Dribbling and Passing Effectively
- Kicking for Accuracy

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Alphabet Walk (Card 11) **NEED ALPHABET LETTERS**

**Go Fitness/Cardiovascular Activity (12 min)**

- Alphabet Walk (Card 11)

**Go Activity: Dribbling & Kicking (feet) Activities (15 min)**

- Kick for Accuracy (Card 207)
- Kick-Kick (Card 208)

**Cool-down (5 min)**

- Simon Says (Card 5)

**Recess 1:45pm - 2:00pm**

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

**Dribbling and Passing Unit (Feet)**



**SING | Engine, Engine Number Nine**  
**SLIDE: CONCEPT OVERVIEW | S1U1L3: Reading Rhythms**  
 • Give students an overview of the lesson using this slide.  
**SLIDE: iLISTENING MAP | Engine, Engine Number Nine**  
**DOCUMENT: Song Anthology | Grade 2, p.74**  
 • Have students sing each line of "Engine, Engine Number Nine" patting with the beat.  
 • Ask how many sounds can you hear for each beat. (2, 2, 2, 1)  
 • Ask them how they think musicians know when to sing shorter or longer sounds.  
**READ | Song Rhythm**  
**SLIDE: ACTIVITY | S1U1L3: Reading Rhythms**  
**Have students:**  
 • Read about quarter notes and eighth notes.  
 • Read the rhythm of "Engine, Engine Number Nine," saying *nine* for *J* and *en-gine* for *♪♪*  
**Tell students:**  
 • You that you can show one sound to a beat with a quarter note  
 • You can show two equal sounds to a beat with two eighth notes  
**LISTEN | I Bought Me a Cat**  
**SLIDE: LISTENING | I Bought Me a Cat**  
 • Have students listen to "I Bought Me a Cat" (*listening*) performed by William Warfield.  
 • Listen for beats of silence in this song.  
**AUDIO: Bought Me a Cat (Stereo Mix)**  
 • Then have them sing to "I Bought Me a Cat" (*song*)  
**HISTORY AND CULTURE | Aaron Copland**  
**Read:**  
 Composer, educator, conductor, and pianist, Aaron Copland (1900–1990) was born in New York City. Considered one of the leading composers of his time, he helped create distinctly American-sounding

**Cardiovascular Activities: Aerobic Games** **Materials:** 1 plastic hoop, 4 bean bags per 4-5 students  
 1. Barker's Hoopla (Card 59)  
**(25 min) Go Activity: Volleyball: CATCH Challenge 1** **Materials:** 1 Volleyball per 3-5 students/hoops, net  
 1. Circle Keep-It Up (card 589)  
 2. Hoop Serve (Card 590)  
**(5 min) Cool-down**  
 1. Stretch Routine (Card 273-274)  
 1. Neck: turn head side to side, turn head left and right  
 2. Chest: clasp hands behind you and raise arms  
 3. Back: wrap arms around upper body as though hugging yourself  
 4. Truck, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side  
 5. Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs  
 6. Quads: Reach back to grab foot and pull up to back of thighs  
 7. Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor  
 8. Hips: Lunge until the back leg is extended as far as it can go

Practice Time 2:45pm - 3:30pm

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

- Objectives:**
- Students will play sections out of their Elements book, practice treble clef notes, and practice their song for the Winter Concert

**Lesson / Instruction**

- Student will:**
- Practice treble clef notes
  - Complete warm-up exercises from their Recorder Book
  - Practice song for Winter Concert

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

**VOLLEYBALL UNIT**

**Standards**

- 5.PE.15** Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
- 5.PE.14** Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
- 5.PE.19** Analyze the social benefits gained from participating in physical activity.
- 5.PE.16** Apply safety principles with physical activities.
- 5.PE.5** Analyze the impact of food choices relative to physical activity, youth sports,

**Standards**

- 2.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.
- 2.PE.7** Actively engage in health enhancement class in response to instruction and practice.
- 2.PE.10** Practice skills with minimal teacher prompting.
- 2.PE.11** Accept responsibility for class protocols with behavior and performance actions.
- 2.PE.12** Accept specific corrective feedback from a teacher.
- 2.PE.13** Recognize the role of rules and etiquette in teacher-designed physical activities.
- 2.PE.14** Work independently with others in partner environments.
- 2.PE.16** Work independently and safely in physical activity settings.

- Objective:**
- Effective Dribbling and Passing Skills with Hands

**Lesson / Instruction**

- Procedures: (10 min)**
- 3 Laps
  - Drinks
  - Bathroom
- Warm-up (5 min)**
- Alphabet Walk (Card 11) **NEED**



music. He is probably best known for a simple, folk-inspired type of music. In this Copland arrangement of "I Bought Me a Cat," goose, cow, and horse are sung on different pitches, perhaps to better imitate the sound of the animals. The last verse of the song, I bought me a wife, has been omitted to make the song more suitable.



**LABEL: Identify quarter rests.**

**READ | Quarter Rests**

**SLIDE:** iSONG | I Bought Me a Cat

**DOCUMENT:** SONG ANTHOLOGY |

Grade 2 pg 102-103

- **Have students read** about the quarter rest, then find the quarter rests in "I Bought Me a Cat."
- **Next**, have them read the rhythm of the first three lines, clapping for notes and showing palms for rests.
- **Then**, invite students to read the rhythm again, saying cat for  and fid-dle for  and remaining silent on ?.

**MUSIC SKILLS | Play**

**SLIDE:** ACTIVITY | S1U1L3: I

Bought Me a Cat

**DOCUMENT:** ORFF

ORCHESTRATIONS | Grade 2 pg 6-7.

- **Discuss** with students how the sounds of classroom instruments might be used to represent the animal sounds in "I Bought Me a Cat."
- **Help them write a list** on the chalkboard of the animals mentioned in the song.
- **Then ask** them for suggestions for instrument sounds for each animal. Invite them to do the activity on the slide.
- **Assign instruments** and have students add them when singing the song.

**READ | Rhythms**

**SLIDE:** ACTIVITY | S1U1L3: Sort the Sounds

- Read and clap the rhythms on the slide. Then match each animal sound to a rhythm.

and personal health.

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

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

**5.PE.17** Compare the health benefits of participating in selected physical activities.

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

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

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

**5.PE.18** Express, through various media, the enjoyment and/or challenge of participating in a favorite physical activity; and

**Objective:**

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

**ALPHABET LETTERS**

**Go Fitness/Cardiovascular Activity (12 min)**

- Alphabet Walk (Card 11)

**Go Activity (15 min)**

- **Dribbling and Passing**
  - Kick for Accuracy (Card 207)
  - Run the course with a partner passing back and forth

**Cool-down (5 min)**

- Simon Says (Card 5)

Practice Time 2:45pm - 3:30pm



**PLAY | Country Gardens**

**SLIDE: ACTIVITY | Country Gardens**

**Ask students:**

- **Look at** the listening map slide.
  - What do you think the beat bars with no instruments show?
- **Find** the repeat signs
- **Listen** to the music and raise your hand to show when the repeated parts happen.
- **Play** rhythm instruments as you listen.

**SLIDE: MEET THE MUSICIAN |**

**S1U1L3: Percy Grainger**

- **Ask a volunteer to read** about the composer, Percy Grainger.
- Tell students Percy Grainger is the person who composed "Country Gardens." Read about Percy Grainger.

**MUSIC SKILLS | Listen**

**SLIDE: ACTIVITY | S1U1L3: Country Gardens Theme**

- **Have students listen as you play the A section theme from "Country Gardens" on the piano (LEARN!)**
  - This will help them identify the different sections as they follow the map.
  - Then have students play along with the map, following all repeat signs as ABABA.

**MOVEMENT | Patterned Movement**

**IF TIME ALLOWS**

**"Country Gardens"** Have students learn a simple Morris Dance routine for "Country Gardens." The piece is ABABA.

**Formation:** Partners standing shoulder-to-shoulder, facing another set of partners. All hold sticks. Rest position for sticks is on one shoulder. "Opposite" is the person in the pair across.

**A Section:**

Beats 1–4 Starting with R foot, step to the side, close left, step side.  
Beats 5–8 Repeat with L foot, moving L. Beats 9–12 Walk four steps forward to face opposite. Beats 12–16 Tap opposite stick three

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

1. Fast Walk (Card 4)

**(10 min) Go Fitness:**

**Cardiovascular Activities: Aerobic**

**Games Materials:** 1 plastic hoop, 4 bean bags per 4-5 students

1. Barker's Hoopla (Card 59)

**(25 min) Go Activity: Volleyball:**

**CATCH Challenge 1 Materials:** 1

Volleyball per 3-5 students/hoops, net

1. Circle Keep-It Up (card 589)
2. Hoop Serve (Card 590)

**(5 min) Cool-down**

1. Stretch Routine (CARD 273-274)
  1. Neck: turn head side to side, turn head left and right
  2. Chest: clasp hands behind you and raise arms
  3. Back: wrap arms around upper body as though hugging yourself
  4. Trunk, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
  5. Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
  6. Quads: Reach back to grab foot and pull up to back of thighs
  7. Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
  8. Hips: Lunge all the way until the back leg is extended as far as it can go

Recess 2:30pm - 2:45pm

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

**Standards**

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



times. Repeat Beats 1–16, but moving back on Beats 9–12, and tapping partner’s stick three times. Repeat all movements for Beats 1–16.

**B Section:**

Beats 1–8 Walk four steps back, stepping to the rhythm of the triangle part  
Beats 9–16 Walk eight steps forward, toward opposite, stepping to the rhythm of the triangle part. Repeat all movements for Beats 1–16. Tap opposite’s stick to the rhythm of the drum part for the next 16 beats. Repeat the movement for Beats 1–16 of the A Section.

**LINKS | Science**

**Read:**

Botany Gardens use nature’s gifts to add beauty to an area. Flowers provide color, trees offer shade and fruit, and many plants can be used as food, spices, or medicine. But humans aren’t the only ones who benefit from gardens. Birds and insects are attracted to the colors, fruit, and flowers of a garden, too. These animals also provide a service to the plants. When insects or birds eat the nectar of a flower, or the fruit or seed of a plant or tree, they are helping that plant to reproduce. They spread pollen from flower to flower or drop seeds far away, where the plant may grow in a healthier place.

**NOTATE | Rhythm Patterns**

**SLIDE: THINK! | S1U1L3: One and Two Sounds Per Beat with Words**

- Answer the question on the Think! slide.

**SLIDE: ACTIVITY | S1U1L3: Sort the Sounds**

- **Write** the animal rhythm patterns on the board. Clap the rhythm patterns.
- **Read** each pattern, saying rose for J and tu-lip for JJ
- Use **Resource Master 1•6, p. 7,**

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

**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:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

**MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator’s intent.

**MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

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

**MU:Pr4.2.7a** Explain and



for more practice with reading rhythms. The **Answer Key is on p. 185.**

- **Complete this activity** for more practice with reading rhythms.

#### **PROGRESS CHECKPOINT**

##### **Informal Assessment**

- Number each of the four rhythm patterns on the board for reference.
- Clap one of the patterns and have students signal the number of the pattern you clapped. Continue with the other patterns.

##### **WRAP UP SLIDE: iSONG | I Bought**

##### **Me a Cat**

- Ask students to recall the rhythm notation they read. (quarter notes, eighth notes, quarter rests)
- Invite them to perform “*I Bought Me a Cat*”, singing the animal sounds expressively.

##### **PORTFOLIO | Creative Unit**

##### **Project DOCUMENT: Resource**

Master 1•3, p. 4, STEP 3

##### **Creative Unit Project [4 of 6]**

*Understanding quarter notes and (2) eighth notes helps students develop the skills needed to create the rhythm for their melody.*

- **Have students in their project groups** pat the beat, being careful to stay together for eight beats.
- **Then have them create a** rhythm pattern using ♩, ♪, ♫, and ? for their eight-beat bar pattern.
- **Invite them to practice playing** the rhythm pattern on instruments.
- **Evaluate** how well each group stays together when performing their rhythm patterns:
  - easily
  - with some difficulty
  - with great difficulty

##### **Materials / Resources /**

##### **Technology**

##### **Classroom Materials**

- Unpitched instruments: rhythm sticks, wood blocks, triangles, drums
- Resource Master 1•6 (Rhythm for

demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

**MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

##### **Objectives:**

- Get students familiar with all the chords on the ukulele
- Choose a song for the Winter Concert and begin practicing

##### **Lesson / Instruction**

##### **(10 mins) Warm-Up and Tuning:**

- Have students begin warming up

##### **Once Players are Warmed Up:**

1. **Tune the Band**
  - a. **Instruction and Evaluation** - relating to various aspects of musicianship including:
    - a. rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
  - b. **Activities and Assessments** - that develop and evaluate critical thinking,



- a Poem)
- Resource Master 1•3 (Creative Unit Project)

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

### Recorders

#### 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: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:Cr2.1.5a** 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

- in particular as it relates to the day's primary rehearsal selection
- c. **Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

#### **(5 mins) The Familiar Selection**

(TBD)

1. **Play music confidently before starting the primary rehearsal selection**
  - a. Select short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible
  - b. Do not spend time "rehearsing" this selection

#### **(15 min) The Primary Rehearsal -**

*(TBD) Receives the most attention during the rehearsal*

1. Go beyond the "woodshedding" stage, ready to enter the next phase of learning
2. Rehearse this selection in sections
3. Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
4. Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

#### **(10 min) The Secondary Rehearsal**

**Selection** - (TBD) *Woodshed (rehearse difficult passages until played flawlessly) a selection which has recently been sight-read*

1. Thoroughly familiarize students with a "fresh" piece of music
2. Rehearse in sections, repeating and drilling as necessary

**(5 min) Sight Reading** - *Once reviewed, this selection will move to the secondary rehearsal stage*

1. Choose a **NEW SELECTION** of music and read it in its entirety recognizing elements of music:
  - a. rhythm (patterns)
  - b. melody (scale)
  - c. harmony (arpeggio - one note after another rising or descending)
  - d. style (genre)

#### **(5 min) The Fun Selection (TBD)**



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

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

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

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

**(Closer)**

1. Choose a music selection that students savor and perform masterfully



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

**Objectives:**

- Students will play sections out of their Elements book, practice treble clef notes, and practice their song for the Winter Concert

**Lesson / Instruction**

**Student will:**

- Practice treble clef notes
- Complete warm-up exercises from their Recorder Book
- Practice song for Winter Concert

Recess 2:30pm - 2:45pm

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

**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: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:Pr4.2.7b** When



analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

**MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

**MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

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

**MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

**MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

**MU:Pr5.1.7a** Identify and apply collaboratively-



developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

**Objectives:**

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**Lesson / Instruction**

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*(rehearse difficult passages until played flawlessly) a selection which has recently been sight-read*

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  - d. style (genre)

**(5 min) The Fun Selection** (TBD)

**(Closer)**

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