





Monday 09/22/2025	Tuesday 09/23/2025	Wednesday 09/24/2025	Thursday 09/25/2025	Friday 09/26/2025
School Day 18	School Day 19	School Day 20	School Day 21	No School
Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	 Early Release Day - dismissal at 12:30pm	 No School
Choir - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am	Choir - 7 & 8 8:17am - 9:05am	Breakfast Duty 8:00am - 8:17am	No School Day
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: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.	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	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: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.	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	
Objectives: <ul style="list-style-type: none"> Get class procedures set up Warm up singing Test and group students according to vocal range (again) Sing first song 		Objectives: <ul style="list-style-type: none"> Get class procedures set up Warm up singing Test and group students according to vocal range (again) Sing first song 		
Lesson / Instruction Procedures for class: <ul style="list-style-type: none"> Pick up students in the cafeteria after morning duty Be ready ASAP: Get sheet music, arrange selves according to vocal range Attendance and lunch count will be taken Remind students how to stand, sit, posture, etc. <ul style="list-style-type: none"> Head level Hold chest high Shoulders down, slightly back, abs flat 		Lesson / Instruction Procedures for class: <ul style="list-style-type: none"> Pick up students in the cafeteria after morning duty Be ready ASAP: Get sheet music, arrange selves according to vocal range Attendance and lunch count will be taken Remind students how to stand, sit, posture, etc. <ul style="list-style-type: none"> Head level Hold chest high Shoulders down, slightly back, abs flat 		



- Feet hip-width apart on the tri-pod
 - 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=bVfnMQHjLBm9Y3yO>
 - **Sing** - Warm up with scales UP and DOWN with hand signs (start at octave middle C)
 - **Sing** - Pitch matching to piano (various pitches)
- TTTTTTTTBBBBBBB
SSSSSSAAAAAAA
- Continue to learn and practice signing techniques and songs selected for the Winter Concert and airport performance.

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 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

- 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.

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 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
- Objectives:**
- Go over class procedures and expectations
 - Students will select instruments
 - Students will be given a copy of the Standard of Excellence Band book for each instrument

- Feet hip-width apart on the tri-pod
 - 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=bVfnMQHjLBm9Y3yO>
 - **Sing** - Warm up with scales UP and DOWN with hand signs (start at octave middle C)
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- 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.

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 activities.
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- 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 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,

- Students select cubbies, label them, and they will put music books and instruments in them

Lesson / Instruction

(10 mins) Warm-Up and Tuning:

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

Once Players are Warmed Up:

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

(5 mins) The Familiar Selection

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

(15 min) The Primary Rehearsal -

concepts.

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Objectives:

- Go over class procedures and expectations
- Students will select instruments
- Students will be given a copy of the Standard of Excellence Band book for each instrument
- Students select cubbies, label them, and they will put music books and instruments in them

Lesson / Instruction

(10 mins) Warm-Up and Tuning:

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- Play music confidently before starting the primary rehearsal selection**
 - Select short, well-rehearsed



servicing).

- 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

- 4 min. run/jog

(10 min) Go Fitness: Aerobic Games:

- Rapid Fire (Card 70)

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

Unit 1: Who We Are, Lesson 1: Music Moves Me

Standards

MU:Cn11.0.PreKa Demonstrate understanding of relationships between music

Receives the most attention during the rehearsal

- Go beyond the "woodshedding" stage, ready to enter the next phase of learning
- Rehearse this selection in sections
- Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
- 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 that has recently been sight-read

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

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

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

(5 min) The Fun Selection (Closer)

- 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

servicing).

- 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

- 4 min. run/jog

(10 min) Go Fitness: Muscular Strength & Endurance

- Ball Challenges (Card 220-222)

(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 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

Section 1: Unit 1: Lesson 1: Move to the Beat

Standards

MU:Cr3.2 Present - Share creative musical work that

piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible

- Do not spend time "rehearsing" this selection

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

- Go beyond the "woodshedding" stage, ready to enter the next phase of learning
- Rehearse this selection in sections
- Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
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- Choose a **NEW SELECTION** of music and read it in its entirety recognizing elements of music:
 - rhythm (patterns)
 - melody (scale)
 - harmony (arpeggio - one note after another rising or descending)
 - style (genre)

(5 min) The Fun Selection (Closer)

- 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



and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

Objectives:

- Children will move to show recognition of when a song ends

Lesson / Instruction

ACTIVITY | S1U1L1: Are We There Yet?

LET'S BEGIN | Are We There Yet?

Ask students:

- What do you see at the beginning of the trip?
- What is at the end?

ACTIVITY | S1U1L1: Beginning and Ending

DESCRIBE | Beginning and Ending

Ask students:

- Tell the beginning.
- What will the ending be?

ACTIVITY | S1U1L1: Two Sound Colors

MUSIC SKILLS | Describe

Ask students:

- What do you hear in the beginning?
- What do you hear at the ending?

MOVEMENT | The Hokey Pokey

MOVE | The Hokey Pokey

- Sing and move with the song

LISTENING MAP | The Hokey

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 resolving conflicts.

8.PE.20 Provide ways to accept other's ideas, cultural diversity, and body types by

conveys intent, demonstrates craftsmanship, and exhibits originality.

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

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

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

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

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

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

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

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

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.

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



Pokey

FIND | Beginning and Ending
• Find what happens at the end

ACTIVITY | S1U1L5: Opposites

LINKS | Movement

- Find the picture that shows the word.
- Find the picture that shows the opposite. Name it.
- Move to show opposites.

iSONG | Head and Shoulders,

Knees and Toes

SING | Head and Shoulders, Knees and Toes

- Sing along!

ACTIVITY | Two Sound Colors

(accordion, banjo)

- Play each instrument

SCHOOL TO HOME Provide

copies of each song to all students

We moved to these songs:

1. "The Hokey Pokey," p. 26.
2. "Head and Shoulders, Knees and Toes," p. 21.

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

**Section 1: Unit 1: Lesson 5:
Read and Play Rhythms**

Standards

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

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

MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics

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

- 4 min. run/jog

(10 min) Go Fitness: Quick Cardio

Games: Materials: Cones, polypots, floor markers

- Scatter Fitness (Card 71-72)

(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 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

peers.

8 Understanding relationships between music, the other arts, and disciplines outside the arts.

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

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.

1 Singing, alone and with others, a varied repertoire of music.

2 Performing on instruments, alone and with others, a varied repertoire of music.

3 Improvising melodies, variations, and accompaniments.

6 Listening to, analyzing, and describing music.

7 Evaluating music and music performances.

Objectives:

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

- 4 min. run/jog

(10 min) Go Fitness: Muscular Strength & Endurance

- Cooperative Strength Training (Card 223-224)

(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 slightly bent, slide hands down legs



and tempo) and how creators use them to convey expressive intent.

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

Objectives:

- Read and play a rhythm with quarter notes, paired eighth notes, and quarter rests.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L5:

Read and Play Rhythms:

Interactive

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

Check It Out! (It's About Respect)

(Stereo Mix): Audio

- **Clap the rhythm** of the opening section of "Check It Out! (It's About Respect)."
- **Have students sing** the song and clap the rhythm of the opening section with you.
- **Have them recall** the names of the rhythm notation in the A section of the song. (quarter notes, eighth notes, quarter rests)

LISTEN | Chichipapa

LOCATOR MAP | Japan: Interactive

- **Tell students** that the song "Chichipapa." is from Japan. Find Japan on the map.

Chichipapa (The Sparrows' Singing School) (Stereo Mix): Audio

- **Invite them to listen** to a traditional children's song called "Chichipapa."

PLAY | Chichipapa

iSONG | Chichipapa (The Sparrows' Singing School): Interactive

Have students:

- **Read the rhythm** of the song in meter together.
- **Take turns playing** parts of the song on rhythm instruments.
 - For example, play finger cymbals on the word

- 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

2.1b Explore toys and objects with hands and mouth.

2.1c Exhibit a variety of small motor skills.

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

2.2a Exhibit physical reflexes in response to stimulation.

2.2b 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.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

- Move to show the beat of a song.

Lesson / Instruction

Motivate

INTRODUCTION: SLIDE:

CONCEPT OVERVIEW | S1U1L1:

Move to the Beat

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

iSONG | All Work Together

- Ask children to mirror you as you pat eight steady beats, then stop.
- Repeat several times.
- Have children listen to "All Work Together," mirroring you in patting to the beat. (Avoid mentioning the word beat.)

TEACHER TO TEACHER |

Minimizing Verbal Instruction

The younger the child, the less verbal instruction should be used. With kindergartners, keep phrases short and concise. This frees them to focus their listening on the music instead of lengthy verbal instructions.

- Avoid explaining beforehand what they will learn; instead, allow them to first learn by doing, then tell or demonstrate what they learned.
- Allow labeling to come later.

REACHING ALL LEARNERS |

Gifted and Talented

- Invite children to find ways to move with the beat, such as nodding their heads, shrugging shoulders, wiggling hips, bouncing on toes, shifting weight from side to side, bending and straightening, twisting, tapping a partner on the shoulder, or moving arms and legs—first one side, then the other.

Develop

DESCRIBE | Early in the Morning

SLIDE: ACTIVITY | S1U1L1: Music Moves Me

- Display the slide.
- Invite children to talk about their routines early in the morning.

EXPLORE: Pat to the steady beat of a poem.

LISTEN | Poem SLIDE: POETRY | S1U1L1: Singing-Time

- 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



Chichipapa at the end of the song, and rhythm sticks for the rest.

- *You may wish to use Song Anthology, pp. 36-37.*

PRONUNCIATION | Chichipapa:
Interactive

- **Listen to** the pronunciation for "Chichipapa" and practice the Japanese words.

PLAYALONG | S1U1L5: Chichipapa:
Interactive

Have students:

- **Sing** the song and pat its rhythm.
- **Say, then play** the Playalong rhythm as others sing the song again.

PRONUNCIATION | Chichipapa

a	f	a	ther	o	o	bey
e	a	pe	u	m	oo	n
i	b	ee	?	flipped	r	

MUSIC SKILLS | Play and Sing

PLAYALONG | S1U1L5: Chichipapa:
Interactive

Play Have students play a bordun with "Chichipapa." For an easy but effective bordun variation, try one in which three instruments take turns playing. This is known as a "level" bordun. (Share with students that this is not a traditional accompaniment.)

Sing Have some sing the playalong ostinato as others sing the song. Sing on G except for the last pa; sing that on A. (The ostinato is shown in PLAY | Chichipapa, above.)

VIRTUAL Mallet Percussion |

Off Mallet Percussion (Xylos, Metallophones, and Glocks):

Interactive

- **Play and sing** these parts together with instruments.

TEACHER TO TEACHER |

Accepting Differences

Learning to understand different

2.3c Calm with assistance.

2.3h Adapt movements to specific situations.

4.1a Notice and imitate gestures.

4.1b Repeat actions again and again to see effects.

4.1e Investigate how things move.

4.1g Show interest in new activities.

4.2b Engage familiar adults and children in interactions.

4.2f Make decisions and choices.

4.2h Plan and achieve a goal.

4.3d Explore objects by repeating and varying the approach.

4.3f Develop skills through repetitive practice.

4.5a Act on a object to make sound or movement.

1.8c Demonstrate feeling safe with familiar adults.

1.8e Respond to requests made by familiar adults.

1.9d Play side by side with another child.

Objective:

- Traveling
- Fleeing, Dodging, Turning, Twisting, Stretching
- Dribbling, Kicking, Passing and Trapping

Have children:

- Echo you on each line of the poem "Singing-Time."
- Pat to the beat and mirror you, as you read the entire poem.
- Describe how they were moving. (Accept all reasonable answers; for example, they always did the same movement at the same speed.)

LINKS | Mathematics

SLIDE: ACTIVITY | S1U1L1: Tell Time

Mathematics: Tell Time

- Using the clock face of the slide draw the clock hands to show a time in early morning that is "singing time" as described in the poem—the time children wake up.
- Then say the time for children and have them repeat it.
- Repeat the activity with other times, such as "music class" time, lunchtime, and reading time.

MOVEMENT | Mirroring and Positive Reinforcement

- Without verbal directions beyond "Let me see your eyes, please," act out the above poem as you read it.
- Most kindergartners will imitate you without further instruction.
- Compliment them on their ability to match your actions.
- Eventually, all the children will get the idea and join in mirroring you.

Positive reinforcement works best with kindergartners. Children respond well to praise, and it is important to foster their love for music in a positive environment. Avoid criticizing them. Additionally, avoid praising them when their performance is substandard. Compliment them with specific and honest praise for what they do well after each activity.

LABEL: Identify steady beat.

IDENTIFY | Steady Beat

Tell children that the way they were moving is called moving to the



styles of music helps children accept differences in themselves and others. Music from other cultures has unique sounds. If the sound of a Japanese song like "Chichipapa" is unfamiliar, help children define what they are hearing before they make judgments about whether they like it or not. Ask questions such as: Are they using heavier or lighter voices? Are the instruments like others you know? What do you think the music sounds like?

LISTEN | Japanese Instruments

ACTIVITY | S1U1L5: Japanese Instruments: **Interactive**

- **Ask a volunteer** to read aloud the text about Japanese instruments.
- **Have students describe** the pictures and listen to the sounds of each instrument.

SING | Riqui Ran

iSONG | Riqui Ran (Sawing Song): **Interactive**

- **Invite students to review** and sing "Riqui Ran."

SONG ANTHOLOGY | Grade 2: **Document**

- **Using Song Anthology p. 182, ask students to find** sections (phrases or measures) in the song that have the same rhythm. (Students may identify places by the lyrics or point out measures; for example, the first and second complete measures or the rhythms of phrases "los maderos de San Juan" and "Riqui, riqui, riqui, ran.")
- **Have students read and clap** the rhythm of the song, saying ran for **one eighth note** and riqui for **2-eighth notes**
- **Find** places in the song that have the same rhythm.

COMPARE | Rhythm Instruments

ACTIVITY | S1U1L5: Instrument

Family Sort: **Interactive**

Have students:

- **Look at** the rhythm instruments on the slide; read aloud the names of the four families and of the unpitched instruments.

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-up (5 min)

- Sticky Popcorn (Card 12)

Go Fitness - Tag You're It! -

Aerobic Games (12 min)

- Find the Treasure (Card 100)
Need: Bean or small item

Go Activity (15 min) - Dribbling and Passing (feet)

- Triangle Pass (Card 209)
Need: (per 3-5 students) 1 ball, 4 cones, 3 bean bags

Cool-down (5 min)

- Sticky Popcorn (Card 12)

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

VOLLEYBALL UNIT

Standards

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

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

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

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

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

steady beat.

PRACTICE: Choose and perform new movements to the beat.

MOVE | All Work Together SLIDE:

All Work Together (Stereo Mix)

- Invite children to think of other ways to move in place to the steady beat (for example: swinging, swaying, or any other gross non-locomotor movement).
- Have them move to "All Work Together," singing along as they are able.
- Repeat the activity and assess whether children can perform gross non-locomotor movements accurately with the steady beat.

MUSIC SKILLS | Vocal

Development

All children are able to speak and sing in both heavier and lighter registrations. However, children will model only the vocal usage they hear.

- **Help them practice** using and recognizing speaking in heavier and lighter registration using nursery rhymes or songs with a narrow range. With practice, vocal range will increase, and children will be able to use the full range of their voices.
- **Remind** children that good posture ("standing tall") will help them use their voices effectively. As children learn to control their voices, encourage them to treat the vocal experiments of others with respect.

Apply and Close

LISTEN | Time to Sing SLIDE:

iSONG | Time to Sing

- Introduce "Time to Sing" to children by playing the song.

PRACTICE: Move to the beat.

MOVE | Time to Sing

- **Ask** children to first mirror you in patting, clapping, swaying, stepping in place, or any other gross non-locomotor movement to the steady beat of "Time to Sing."
- **Then have children** identify the ways of moving to the beat as shown on the slide ACTIVITY |



- **Identify** the rhythm instruments, review the names of each, and arrange them into the four families. (Note: tambourines and jingle bells are considered shakers/rattles, not metals, because of the quality of their sound.)

ACTIVITY | S1U1L5: Rhythm Instruments: **Interactive**

Then have students:

- **Choose one family** of instruments (woods or metals), take turns playing instruments in that family, and compare the different sounds.
- **Then do the same with another** instrument family.

Resource Master 1•9, p. 10 may be used to list their findings or for categorizing the instruments given. The Answer Key is on p. 185.

PLAY | Rhythms

PLAYALONG | S1U1L5: Ballet Music: **Interactive**

Have students:

- **Look at** the rhythm on the slide and identify the sections (measures) that are alike. (mm. 1 and 2)

Classify and Categorize

- **Read** the rhythm which is in meter while gently tapping it with one fist on the other.
- **Take turns** playing the rhythm lightly on wooden instruments.

VIRTUAL PERCUSSION |

Percussion (Drums, Bells, Shakers, and Scrapers): **Interactive**

You may wish to use the VIRTUAL PERCUSSION slide and have students play an instrument of their choice.

LISTENING | Ballet Music: Interactive

- **Point out** the picture of the dancer on the Listening slide.
- **Ask a volunteer to read** aloud the text about Christoph Gluck's "Ballet Music."

PROGRESS CHECKPOINT

Ballet Music from Iphigénie en Aulide (Gluck): **Audio**

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

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

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

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

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

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

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

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)

Move to the Beat and as mentioned in the song. ("Time to Sing" is recommended for listening only at this grade level.)

REACHING ALL LEARNERS |

English Language Learners

SLIDE: ACTIVITY | S1U1L1: Action Words

ELL Adaptation

Vocabulary: Clap and Tap Before beginning the Listen section of the lesson, introduce "Time to Sing" by having children look at slide ACTIVITY | Action Words and identify the ways that the two boys are moving to the beat (clapping hands, tapping toes). Review the terms clap and tap, and ask children to perform each action while saying what they are doing (for example, "clap clap" or "tap tap"). Then, play the recording of the song for the class, and tell children to listen for the words clap and tap.

Review Vocabulary in Song Text

When teaching "Time to Sing" in the Sing section of the lesson, use gestures and movements to promote understanding of the key words in the text such as time, sing, song, two, you, me, clap, hands, rhythm, hi, hello, let's, and know. Ask children to mirror your actions in addition to echoing the words.

ELL Intervention Strategies

Preproduction Have children use the ELL slide with action words clap or tap and have them tap the appropriate picture when you perform these movements.

Early Production and Speech

Emergence Have children say the word clap or tap each time they hear the words or see the movements performed.



Informal Assessment

- **Invite students to listen** to the "Ballet Music" from Iphigénie en Aulide
- **Have them clap** or play the rhythm on the page during the A section. (The rhythm is the same as that of the melody in the A section. [The form of the piece is ABA.](#))

WRAP UP

PLAYALONG | S1U1L5: Ballet

Music: Interactive

- **Ask students to name** the rhythms they have been reading and playing. (, ,)
- **Invite them to play** along with, or move to, the "Ballet Music" once more.
- **Assess how the students can recall** the names of the unpitched instruments and the four different categories that they belong to. (Woods, Metals, Shakers and Rattles, and Drums)

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

Section 1: Unit 1: Lesson 7: Swing into a Form

Standards

- MU:Cn10.0.5a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- 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:Pr5.1.5a** Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

- Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular Activities: Aerobic Games

- Veins and Arteries (Card 30)

(25 min) Go Activity:

Volleyball: CATCH Challenge 1

Materials: 1 Volleyball and hoop per pair

- Hoop Serve (Card 590)
- Practice a volleyball game with a net

(5 min) Cool-down

- Stretching

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.6** Chart participation in physical activities outside health enhancement class.
- 3.PE.13** Recognize the role of rules and etiquette in physical activity with peers.
- 3.PE.10** Practice personal responsibility in teacher-directed activities.
- 3.PE.15** Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 3.PE.9** Recognize the

Preproduction Say some of the words from "Time to Sing" practiced in the lesson and have children make body movements that represent the words.

Intermediate and Advanced Fluency Have children make up a short sentence using a few of the words taught in the lesson. Invite volunteers to present their sentences along with gestures and/or movements.

SING | Time to Sing AUDIO: Time to Sing (Stereo Mix) and SLIDE: ACTIVITY | S1U1L1: Action Words

- **Have children** echo you on the words, then listen to the song again.
- **Invite children** to sing along as they are able and identify the steady beat by clapping hands or tapping toes to the beat.

LINKS | Reading SLIDE: ACTIVITY | S1U1L1: Time to Sing

Literacy Thorough Music

Music time can provide important opportunities for kindergarten children to use their growing reading skills in identifying reading decodable words, such as sing, clap, tap, say.

- **Display** the interactive slide ACTIVITY | Time to Sing.
- **Point** to one word on the left, saying the initial sound.
- **Tell** children that the word starts with that sound.
- **Ask a volunteer** to click on the word to reveal the meaning of the word.
- **Encourage** children to identify sight words in books, and in the classroom.

MOVEMENT | Time to Sing

Patterned Movement: Time to Sing Formation: circle, holding hands. Move with Beats 1 and 3 in the verses of this song.



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

Objectives:

- Show recognition of A A B A form through movement.

Lesson / Instruction

INTRODUCTION

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

CONCEPT OVERVIEW | S1U1L7:

Swing into a Form: Interactive

- Invite students to name songs they remember from this unit and to identify and sing one of their favorites.
- Explain that today they will sing a song in a style that is uniquely American, and learn another way to describe music—by looking at its design, or plan.

DESCRIBE | Form

Read about form with the students.

- Ask them to review and sing "Uncle Pen," and name the two sections of the song. (verse and refrain)
- Ask them whether they remember another way to name the two sections. (A and B sections)
- Have students stand and sing the song again, tapping heels on the downbeats during the A section (verse) and clapping to the beat during the B section (refrain).

iSONG | Uncle Pen: Interactive

Explain

- The order of phrases and section in music creates form .
- In music, form is described with letters.
- For example, A and B can represent sections of music that have contrasting melodies.

importance of warm-up and cool-down activities related to vigorous physical activity.

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

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

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

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. Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular Activities: Aerobic Games

1. Veins and Arteries (Card 30)

(25 min) Go Activity: Volleyball:

CATCH Challenge 1 Materials: 1

Volleyball and hoop per pair

1. Hoop Serve (Card 590)
2. Practice a volleyball game with a

Verse 1: Four slow steps* counterclockwise on It's time to sing a song or two . Point to someone, to self, to self, and to someone on You with me and me with you . Four slow steps counterclockwise on Time for us to sing a-while . Pat, clap, and pat on Hey, hey, hey.

Verse 2: Repeat Phrases 1, 3, and 4; Phrase 2 = four claps.

Verse 3: Repeat the movement for Phrases 1, 3, and 4, but substitute four toe taps for Phrase 2.

Refrain: Free locomotor movement around the room, waving to others. Return to circle in time for next verse.

***Try eight quick steps for more excitement.** As with all movement in Kindergarten, don't expect all children to move accurately to the beat when walking. For a more advanced dance, have partners hold hands in scattered formation. Have them do the dance, circling themselves on Phrases 1 and 3. They find a new partner on the refrain.

LISTEN | Tutira Mai Nga Iwi

SLIDE: LISTENING | Tutira Mai Nga Iwi

- Display the slide LISTENING | Tutira Mai Nga Iwi.

Invite children to:

- Talk about the picture. (Then, read aloud the title. Explain that it means: Here we are, people together.)
- Listen to and move to the beat of "Tutira Mai Nga Iwi."
- Explain to children that a slow piece of music such as this selection, receives the musical name **adagio**, a Italian musical word.

LISTEN / READ | Follow the Beat

SLIDE: ACTIVITY | S1U1L1: Follow



IDENTIFY | Form of Three Songs

- **Play** "In That Great Git'n Up Mornin'" (Unison) (Stereo Mix) Audio and discuss the contrasting sections and form.
 - **Listen for the form** of "In That Great Git'n Up Mornin'."
- **Play** "Sing, Sing, Sing." Ask students to count the number of sections in the song as they move freely, feeling the beat.
 - **Guide students to identify** the large form in this song and describe it using letters. (two verses, each with the form A A B A)
 - **Listen for the form** of "Sing, Sing, Sing."
- **Fill in the chart** with your answers.

ACTIVITY | S1U1L7: Form Diagram: Interactive

- **Have them look** at the notation on **Song Anthology p. 226** to describe the form symbols shown there. (A in triangle, B in circle at upper left of each section's starting point)
- **Point out:**
 - "You probably noticed the two sections of "Sing, Sing, Sing."
 - Look at the song notation. The A section occurred twice, followed by the B section, followed by a return of the A section, creating AABA form.
 - What symbols show this form in the song notation?
- **Have students practice** identifying form with another example on **Resource Master 1•11, p. 13**. The **Answer Key is on p. 197**.
- **Guide them to consider** the repeat signs, the number of verses, and the Da Capo al Fine.
- **Complete this page** to identify the form of another song.

SING | Sing, Sing Sing iSONG |

Sing, Sing, Sing: Interactive

- Have students sing the song. Call attention to the notation of low B below the ledger line in "Sing, Sing, Sing."

ACTIVITY | S1U1L7: Learn About Swing: Interactive

- **Ask students to read about** jazz and swing. Invite students to

net
(5 min) Cool-down
1. Stretching

Practice Time 2:45pm - 3:30pm

the Beat

A *tapping page* encourages children to become actively engaged in both music making and basic reading skills, such as keeping a steady beat, rhythmic chanting, and left-to-right tracking.

- **Display** the tapping slide.
- **Demonstrate** using a finger to tap the pictures.
- **Have children** perform the steady beat on their knees as you tap the pictures with "Tutira Mai Nga Iwi."
- **Ask a volunteer** to tap on the slide.

HISTORY AND CULTURE | Tutira

Mai Nga Iwi SLIDE: LOCATOR

MAP | New Zealand

Read: The folk song "Tutira Mai Nga Iwi" is a Maori song from the island country of New Zealand.

- The Maori people are the indigenous people of New Zealand.
- It is believed that the Maori used canoes to migrate from Polynesia to their current home about one thousand years ago.

The words of "Tutira Mai Nga Iwi" are translated as:

- *Here we are, people together.*
- *We seek knowledge and fellowship.*
- *With love, we follow the light.*
- *Oh, people, let us be one.*

PROGRESS CHECKPOINT

Informal Assessment

- **Ask children** to close their eyes and move to the beat in a way of their choice.
- **Observe** how children use their non-locomotor movement to the beat.

Optional Reteaching

- **Have children mirror** you once again in moving to the beat of "Time to Sing."

PORTFOLIO | Creative Unit

Project

LINK: http://catalog.mcgraw-hill.com/repository/protected_content/COMPOUND/50001409/74/30/index.html



write a sentence summarizing an interesting fact they learned

- **Learn to identify** and describe a style of jazz called swing .

HISTORY AND CULTURE | Big Bands

Read:
A big band is typically made up of a rhythm section of piano, string bass, drum set, and guitar. To this are added saxophones, trumpets, trombones, sometimes clarinet and flute, and a vocalist. This type of ensemble was most popular from 1935 to 1945. The music was meant for dancing to—the Lindy Hop, or Jitterbug, became a worldwide dance craze. Musicians such as Fletcher Henderson, Louis Armstrong, and Duke Ellington are three of the most famous jazz musicians and band leaders.

LISTEN | Sing, Sing, Sing

- **Have students study** the still map and locate the instruments pictured in the bandstand, the key, all form icons and musical labels, and other images, such as the musical pathway and dancers.
- **Have them read about** a historic jazz concert, then listen to "Sing, Sing, Sing (with a Swing)." Ask them to compare the Benny Goodman Orchestra sound with that of the ensemble that performs the accompaniment on their song recording.

iLISTENING MAP | Sing, Sing, Sing (with a Swing): Interactive

Read:
Carnegie Hall is a well-known concert hall in New York City. Many famous musicians have performed there, including the King of Swing, Benny Goodman.
On January 16, 1938, the Benny Goodman Orchestra, a popular big band, played one of the most talked-about jazz concerts in Carnegie Hall. The musicians just couldn't stop playing "Sing, Sing, Sing." The

Creative Unit Project [2 of 6]

- **Tell children** that they will move to the beat with two poems ??? - one about a snail and one about a caterpillar.
- **Discuss** the two animals and how they might move as each.
- *(Avoid discussing different rates of speed.)*
- **Invite** volunteers to show each creature's movements.

WRAP UP

- **Guide** children to recall that they were moving to the steady beat in the lesson.
- **Ask** them to identify the steady beat by choosing a way to move as they listen to or sing "All Work Together."

SCHOOL TO HOME: SHEET
MUSIC: SONG ANTHOLOGY |
Grade K | "Time to Sing," p. 160.

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

Section 1: Unit 1: Unit Assessment: Spotlight Your Success!

Standards

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

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:Cr3.2.5a Present the final version of personal



audience members were out of their seats and dancing in the aisles. The musicians kept improvising right up to the very intense and swinging end.

MUSIC SKILLS | Listen, Tone

Color

- **Use these additional activities** with the "Sing, Sing, Sing" interactive listening map.

Tone Color

- **Have students look** at the key in the bandstand area.
- **Make sure they understand** that the color behind each instrument represents the instrument in the musical pathway. (The conductor's baton represents the entire big band.)
- **Play the map** and follow the highlighting in the pathway, listening for the featured instruments.
- **Using the Audio Only button**, have students aurally identify instruments without the aid of the animation.

Form

- **Have students identify** the order of the music. (Intro, song 1, solo, break, song 2, break, fade out)
- **Have them name** the form of the song "Sing, Sing, Sing." (AABA) Then play the map and have them raise one hand when they hear the A sections and two hands when they hear the B section of the song "Sing, Sing, Sing."
- **You may wish to point out** the additional song "Christopher Columbus," by Leon "Chu" Berry, that also appears in this arrangement.

Game

- **Have students click** the Games button to find instructions for a tone color game.
- **After they click Start**, they will see that the musical pathway has some areas grayed out.
 - At these areas, students listen to identify the predominant instrument playing and click on its box in the bandstand.
 - If they select the correct instrument, its color will fill in

created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

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

Lesson / Instruction

UNIT REVIEW

- **Remind students** that in this unit they have learned about the music of America.
 - They heard a song about Americans, a speech piece, a spiritual, and a song with Spanish words.
 - They have also listened for various note values and for pentatonic pitches.
- **Have students echo-clap** rhythm patterns using 1/4, 2 8th, 1/4 rest and
 - You or a student may be the leader, creating the patterns.
 - Patterns may also be written on the board.

ASSESSMENT OPTIONS

- Use **Resource Master 1•13, pp. 15-16** for written test. **Answer Key is on p. 197**

REVIEW

UNIT REVIEW | S1U1L9: Review:

Interactive

- **Display** each page in the slideshow, read the question



the gray area and they will gain a point.

Tone Color

- **Extend students' experiences** with ensembles and instrumental tone colors.
- **Guide them** to distinguish between an orchestra and a band.
- **Point out** that "Sing, Sing, Sing (with a Swing)" was played by a type of band.
 - Bands have mostly wind instruments along with percussion support.
 - They may be seated on a stage or marching to a choreographed routine.
 - Orchestras include string sections with violins, violas, cellos, and basses as well as wind and percussion sections. Orchestras are seated.
- **Invite students to listen** to an example of an orchestra such as the one playing American Salute. At the beginning, wind and percussion instruments are very pronounced and the music suggests a military band. Have students notice how the strings eventually become more obvious.

American Salute (Gould): Audio

MOVE | Show AABA Form

Have students:

- Read about swing dancing.
- With a partner, learn the 16-count step-touch pattern for the A sections of "Sing, Sing, Sing."
- Move in a different direction for the second A section.
- Create a new pattern for the B section.

ACTIVITY | S1U1L7: Swing Dance

Steps: **Interactive**

Read:

- Swing was also a popular dance. The young people of the 1930s were crazy about this lively dance.
- Many of the movements were improvised. The jitterbug was one form of this dance.

Move to swing music.

- Have students choose a "body facing" from the photos on the pupil page, practice it with a

aloud and guide students to read all answers shown.

- **Read** the letters of the possible answers to the class.
- **Have each student signal** with a palm close to the chest when his or her answer is read. You may invite a student volunteer to choose an answer on the slide. (1. d; 2. c; 3. a; 4. b)

READ AND LISTEN

UNIT REVIEW | S1U1L9: Read and

Listen: **Interactive**

- **Display each page in the slideshow, read the question aloud and guide students to read all answers shown.**
- **Have students listen** to the audio.
- **Read** the letters of the possible answers to the class.
- **Have each student signal** with a palm close to the chest when his or her answer is read. You may invite a student volunteer to choose an answer on the slide. (1. b; 2. b)

THINK!

UNIT REVIEW | S1U1L9: Think!

Interactive (\$ SLIDES)

- **Encourage** students to answer the questions thoughtfully, using complete sentences.
- **You may use** the Write activity as a discussion question.
- **You may have student volunteers type** individual or group answers on each slide. (Note: Clicking on an answer line in any THINK! slide causes a text box to open for that line in which you or students may type an answer.
- **To continue an answer on the next line**, click to open a new text box or click enter/return and resume typing.)

Portfolio Opportunity

1. Both songs have pentatonic melodies.
2. Answers will vary.
3. Come, all kinds of Americans, sing a song of freedom and stand as one.
4. Answers will vary.

CREATE AND PERFORM



partner, and perform the movements with the song.

ACTIVITY | S1U1L7: Body Facings in Swing: Interactive

In swing dancing, dancers change their body facing while doing the steps. Body facing in swing dance refers to how the body surfaces of one dancer relate to the body surfaces of the other dancer: front to front, side by side, front to back. Try different body facings. Then put the steps and body facings together and have fun swing dancing!

MOVEMENT | Locomotor

Movement

Sing, Sing, Sing If students need help with their movement for "Sing, Sing, Sing," you might suggest the following step touch pattern.

- A section: R L R (L touch), L R L (R touch) 2 times
- A section: R L R (L touch), L R L (R touch) 2 times
- B section: R (L touch), L (R touch) 4 times
- A section: R L R (L touch), L R L (R touch) 2 times
- When students are comfortable with these locomotor patterns, they can add direction changes: for example, side to side for the A section and forward/backward for the B section.

REACHING ALL LEARNERS |

Inclusion

Students with limited gross-motor ability may be able to perform the steps and create new steps by moving their hands in a pattern on top of their desk. Have students

PORTFOLIO | Evaluation

Evaluation

- Give students criteria to evaluate their movement showing A A B A form. Did the movement:
- Use the steps shown in the book for the A and B sections? Yes/No/Not Sure
- Change direction on the second A section? Yes/No/Not Sure
- Keep with the beat? Yes/No/Not

UNIT REVIEW | S1U1L9: Create and Perform: Interactive

- **Have partners or groups follow** the instructions to create a melody with pentatonic pitches in the key of C or G.
- **Check for** two or more dynamics, and give feedback to each pair or group based on the instructions.
- **Ask them to justify** what they are changing or not changing as they revise their work.

PORTFOLIO | Creative Unit Project

- Finish Creative Unit project from 2 weeks ago

Materials / Resources / Technology

Classroom Materials

Instruments: various pitched instruments
Resource Master 1•2 (Creative Unit Project)
Resource Master 1•3 (Creative Unit Project)
Resource Master 1•13 (Unit Review)
Resource Master 1•14 (Self-Assessment)
Resource Master 1•15 (Teacher Assessment)

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

VOLLEYBALL UNIT

Standards

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

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

5.PE.6 Chart and analyze fitness benefits of physical activity outside health enhancement class.

5.PE.10 Participate in



- Sure
- Change movement when each new section begins? Yes/No/Not Sure
- What suggestions can you make to help your classmates improve the way they showed the change from one section to another?

MOVEMENT | Patterned Movement

Performance Choreography: Sing, Sing, Sing See Piano Accompaniments p. 404 for additional choreography to use with "Sing, Sing, Sing."

Patterned Movement: Sing, Sing, Sing Have students try basic swing-dance steps. First have them practice a toe-heel step. Step with the ball of the foot, then bring the heel down (2 beats). Girls start on right foot, boys on left foot. Then have students dance the basic 6-beat step.

Formation: Partners face each other, holding hands.

Beats 1–4: Girls: Toe-heel on R foot; toe-heel on L foot.

Boys: Toe-heel on L foot; toe-heel on R foot.

Beats 5–6: Girls: Step R foot back, then step L foot in place.

Boys: Step L foot back, then step R foot in place.

MOVEMENT | Creative Movement

In That Great Git'n Up Mornin' Once students have defined form and labeled contrasting sections, make them aware of two common musical forms, ABA and rondo. Tell them that a rondo has an A section that repeats between as many different contrasting sections as desired, so a rondo could be shown as ABACA or ABACABA, for example.

- **Invite students** to create three contrasting movements to use with the refrain (A section), verse (B section), and a new 16-beat interlude (C section) in "In That Great Git'n Up Mornin'." Have them practice the song and

physical activity with responsible interpersonal behavior.

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

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

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

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

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

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

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

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



movement to show ABA form (refrain-verse-refrain).

- **Then have students divide into two groups**, a small one to play instruments and a large group to sing and move. Guide the small group to improvise a 16-beat section on C pentatonic pitches.
- **When they are ready**, have the two groups perform and move to show an ABACA or ABACABA rondo.

LINKS | Art
Show Same and Different
Sections Visually Review with students that they listen for same and different sections to understand the form of a song or musical selection. Tell them that visual arts can show same and different as well. Have them draw or paint a picture that represents ABA or AABA form. They may include abstract or realistic shapes or objects. Encourage them to think about contrasting elements such as shape, color, size, texture, and pattern.

PROGRESS CHECKPOINT Sing, Sing, Sing (Stereo Mix) Audio
Informal Assessment

- **Invite students to perform** their swing dance with a partner for another couple during "Sing, Sing, Sing."
- Switch roles.
- Invite the class to discuss how each pair showed the A A B A form through movement and give suggestions for improvement. (See PORTFOLIO | Evaluation, below.)

Materials / Resources / Technology

Classroom Materials
Resource Master 1•11 (Musical Form)

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

- 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. Stretch-er-cise (Card 281)

(10 min) Go Fitness:
Cardiovascular Activities: Aerobic Games

1. Veins and Arteries (Card 30)

(25 min) Go Activity:
Volleyball: CATCH Challenge 1
Materials: 1 Volleyball and hoop per pair

1. Hoop Serve (Card 590)
2. Practice volleyball game with net

(5 min) Cool-down

1. Stretching

Recess 2:30pm - 2:45pm

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

Grade 5 | Spotlight on Music: Section 2: Unit 1: Lesson 4: Sing with So

Standards

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

Objectives:

- Sing with so
- Read fermata and upbeat

Lesson / Instruction

READ | Fermata and Upbeat

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



Grade 6 | Spotlight on Music: Section 2: Unit 1: Lesson 3: Create with Pitches and Rhythms

Standards

MU:Cn11.0.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

Objectives:

- Create a three-tone melody.

Lesson / Instruction

READ | Words of Wisdom SLIDE:
CONCEPT OVERVIEW | S2U1L3:
Create with Pitches and Rhythms

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

DOCUMENT: Song Anthology p. 291

- **Have students read** the rhythm of the song, tapping to the beat.

SLIDE: ACTIVITY | S2U1L3: Melodic Movement (1 of 2)

- **Invite students to interact** with the slide in order to review how melodies move.

SLIDE: ACTIVITY | S2U1L3: Melodic Movement (2 of 2)

- **Tell students** melodies move in three ways: repeated notes, **steps, and skips or leaps**.
- **Find examples** of these in

CONCEPT OVERVIEW | S2U1L4:

Sing with So: **Interactive**

- **Have students** refer to Song Anthology p. 181 to study the notation of "O, I'm Gonna Sing."
- **Define** fermata and have students identify the symbol as they read the rhythm.
 - A fermata means to hold that note longer than its value. Find the fermata in the song.

Play "O, I'm Gonna Sing." (Stereo Mix): **Audio**

- **Review** the definition of upbeat and discuss the effect of the fermata on the upbeat.
- **Encourage students** to recall other songs that have an upbeat, such as "In That Great Git'n Up Mornin'."
 - "O, I'm Gonna Sing" begins with an upbeat, a note that comes before the first full measure.
- **Ask:**
 - **How** does the fermata affect the upbeat of this song?
 - **What** other songs do you know that begin with an upbeat?

READ | Pitches

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

PITCH SOUNDS AND SYMBOLS:
Interactive

- **Click the pitch syllable names** in any order. Echo the pitches and practice the hand signs.
- **Have students read** the song's melody with pitch syllables and hand signs; have them name the pitch added to do, re, and mi. (so)



"Words of Wisdom." Some examples are **tinted**

- **Ask students to find** additional instances of repeated notes, steps, and skips in the song.

SLIDE: PITCH SOUNDS AND SYMBOLS

You *may* wish to use Pitch Sounds and Symbols:

- **Use the Settings** button to choose **Scale** = do pentatonic; **Pitch** for do = G; and to 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, and to practice singing along with **Song Anthology p. 291** and using the hand signs.
- **Discuss** the meanings of the sayings in it.

SLIDE: iSONG | Words of Wisdom

Have students:

- **Sing** the melody with the words, then sing along with the recording.
- **Discuss** the meanings of the sayings.

IMPROVISE | Melodies SLIDE:

SOCIAL STUDIES | Franklin's

Sayings

- **Tell students** they will improvise melodies based on the sayings Franklin published in Poor Richard's Almanac.
- **Read slide** and invite them to discuss the meanings of each of these sayings.

HISTORY AND CULTURE |

Benjamin Franklin

Read: Benjamin Franklin (1706–1790)

- A signer of both the Declaration of Independence and the Constitution, Benjamin Franklin was also a printer, philosopher, and scientist.
- Franklin is renowned for his many inventions, notably a musical instrument called the glass harmonica.
- For 25 years, Franklin wrote and published Poor Richard's

ACTIVITY | S2U1L4: Adding to Do

Re Mi: Interactive

- Read the melody of "O, I'm Gonna Sing" with pitch syllables and hand signs. What pitch do you find other than do re mi?
- Ask students to sing "O, I'm Gonna Sing" with the words. (The interactive starts with a whole note instead of a pickup note with a fermata above it.)

iSONG | O, I'm Gonna Sing:

Interactive and Piano

Accompaniments p. 313 for an accompaniment to "O, I'm Gonna Sing.": **DOCUMENT**

- **Sing the song** with the words.

REACHING ALL LEARNERS |

Inclusion

A student who is hearing impaired or deaf may be challenged to participate fully in a music class. You can help the student by touching the shoulder or giving a wave to get the student's attention before speaking or starting an activity. To keep the student on task, have him or her point to the words of the song as the class sings.

MUSIC SKILLS | Guitar.

Keyboard and VIRTUAL FRETTED

INSTRUMENTS | Strings (Bass.

Guitar, Banjo, Ukulele):

Interactive

- **Invite** advanced guitar students to play the chords shown above the staff of "O, I'm Gonna Sing."
- **Students might also play** the chords on the Virtual Guitar.
- **This could be done live or by slowing the tempo** of the iSong and turning off the Instruments so that only the Vocals are heard.

VIRTUAL INSTRUMENTS |

Keyboards (Organ, Piano, Electric

Piano, Harpsichord): **Interactive**

- **Invite students to play** the melody of "O, I'm Gonna Sing"



Almanac, a collection of advice, information, and comments on daily life.

Display or distribute DOCUMENT:
Resource Master R•2, p. 110, and have students:

- **Read** each saying in rhythm, tapping to the beat.
- **Recite** the saying as they play the rhythm.
- **Select** sayings for their improvisations.
- **Create** melodic phrases by improvising with repeated notes, steps, and skips using do, re, and mi (G, A, B).
- **Combine** the patterns into pairs and use as an accompaniment to interludes between repetitions of the song.

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

Have students:

- **Improvise a melody** on one of these sayings.
- **Listen for** repeated notes, steps, and skips or leaps *in your classmates' melodies*.
- **Share** the steps it took to improvise melodies.
- **Improvise** new melodic interludes to accompany "Words of Wisdom."

MUSIC SKILLS | Recorder SLIDE:
VIRTUAL RECORDER | Recorder Fingerings

- **Have students** use the slide to play the melody of "*Words of Wisdom*" on recorder.
- **Show** the recorder fingering (slide) to teach or **review the pitches GAB**.

on a keyboard. The melody falls under the hand well with the right thumb on F.

- The melody **could also be played on** the Virtual Keyboard. Student Text