



Monday 10/13/2025	Tuesday 10/14/2025	Wednesday 10/15/2025	Thursday 10/16/2025	Friday 10/17/2025
School Day 32	School Day 33	No School	No School	No School
 Columbus Day	Breakfast Duty 8:00am - 8:17am	No School Day	No School Day	No School Day
 Indigenous Peoples' Day	Band - 7 & 8 8:17am - 9:05am			
Breakfast Duty 8:00am - 8:17am	Standards			
Choir - 7 & 8 8:17am - 9:05am	<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p>			
Standards	<p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p>			
<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p>	<p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p>			
<p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p>	<p>MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p>			
<p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p>	<p>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.</p>			
<p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p>	<p>MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p>			
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 	<p>MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as</p>			
Lesson / Instruction				
<p>Procedures for class:</p> <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.
 - 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)

TTTTTTTBBBBBBB
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

Rock Climbing Wall

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.7 Identify the five components of health-related fitness and explain the connection between fitness and overall

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:

- Go over class procedures and expectations
- Students will select



physical and mental health.

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

8.PE.6 Describe the relationship between poor nutrition and health risk factors.

8.PE.8 Identify forms of technology and social media that support a healthy, active lifestyle.

8.PE.9 Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class.

8.PE.12 Describe the role of stretching and flexibility in injury prevention.

8.PE.13 Explain how body systems interact with one another during physical activity.

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

- 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

1. **Embouchure Warmers** - long tones and lip slurs, generally directed downward - **Lessons 1-4, pg. 75-79:**
2. **Arm and Finger Warmers - Excellerators**
 - a. Scales, intervals, arpeggios, articulations (how each note is played, e.g., fermata, staccato)

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, 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 - eg, Lesson #16, pg. 97 "Hot Cross Buns"

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



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.

8.PE.22 Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

Objectives:

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

Lesson / Instruction

Student will:

- Take turns alternating between climbing the rock wall and filling out an exercise questionnaire (see Word Online).
- Students may color after filling out the

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" 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) - eg, *"Hot Crossed Buns"*

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

Prep 9:08am - 10:07am

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

Rock Climbing Wall

Standards

8.PE.1 Perform with mature form, locomotor,



questionnaire

Lunch 11:12am - 12:12pm

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

HAND BELLS (with Kindergarten): Jingle Bell Rock

Standards

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

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

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

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

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

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

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

MU:Pr4.3 Interpret -

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

8.PE.7 Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

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

8.PE.6 Describe the relationship between poor nutrition and health risk factors.

8.PE.8 Identify forms of technology and social media that support a healthy, active lifestyle.

8.PE.9 Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class.

8.PE.12 Describe the role of stretching and flexibility in injury prevention.

8.PE.13 Explain how body systems interact with one another during physical activity.

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

8.PE.16 Provide encouragement and



Develop personal interpretations that consider creators' intent.

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

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

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

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

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

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

MU:Re8.1 Interpret -

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.

8.PE.22 Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor



Support interpretations of musical works that reflect creators'/performers' expressive intent.

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:

- Practice playing Jingle Bell Rock for the Winter Concert.

Lesson / Instruction

Have class:

- Practice rhythms with the video: <http://youtu.be/SsRXLZ0y9No>
- Practice playing "Jingle Bell Rock" with the hand bells

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

**Section 1: Unit 1:
Lesson 7: Play
Pitched Instruments**

Standards

MU:Cr1.1.2a Improve rhythmic and melodic patterns and musical ideas for a specific purpose.

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

skills as children use their arms and legs to scale the wall

- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

Lesson / Instruction

Student will:

- Take turns alternating between climbing the rock wall and continue and finish filling out an exercise questionnaire (see Word Online).
- Students may color after filling out the questionnaire

Lunch 11:12am - 12:12pm

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

Bowling Unit

Standards

2.1c Exhibit a variety of small motor skills.

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

2.2a Exhibit physical reflexes in response to stimulation.

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

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

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

2.2g Demonstrate increased ability to



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

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

MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.

Objectives:

- Sing patterns with so and mi (melody/pitch)

Lesson / Instruction

Motivate

SING | Chichipapa

CONCEPT OVERVIEW |

S1U1L7: Play Pitched

Instruments: Interactive

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

iSONG | Chichipapa (The Sparrows' Singing School):

Interactive

- Tell students that they will learn about pitch.
- Invite them to begin by listening to "Chichipapa," and singing along as they are able.
- Tell students that they will play the pitches so and mi on instruments.
- Tell them they will also use these pitches to create their own melodies.

TEACHER TO TEACHER

| Pitched Instruments

VIRTUAL MALLET

PERCUSSION | Orff Mallet

Percussion (Xylophones,

Metallophones, and

Glockenspiels):

Interactive

- Invite children to play each instrument on the slide.
- Ask them which are the highest and lowest instruments.

Develop

PRACTICE: Improvise

using so and mi.

use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

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

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



EVALUATE | High and Low Sound

ACTIVITY | S1U1L7: Carl

Orff: Interactive

- **Ask a volunteer to read** about Carl Orff and Orff instruments aloud.
- **Ask students to decide** which instrument would sound highest and which would sound the lowest.
 - *They can tell by the size.*
 - *The soprano glockenspiel is the highest.*
 - *The bass xylophone and metallophones are the lowest*

ACTIVITY | S1U1L7: Orff

Instruments: Interactive

REACHING ALL

LEARNERS | English

Language Learners

- **Ask students** to look at the instruments in the diagram.
- **Explain** that in a choir:
 - the lower women's voice part is called *alto*
 - the higher women's voice part is called *soprano*. In men's voices,
 - the lower men's voice part is called *bass*
 - the higher men's voice is called *tenor*.
- **Comment** that these same adjectives are applied to instruments.
- **Point out** that in Spanish, *alto* means "tall or high," but that in music *alto* is lower than *soprano*.
- **Add** that in German *glocken* means "bells" and *spiel* means "play."

IMPROVISE | Interlude

iSONG | Chichipapa (The Sparrows' Singing School):

Interactive

Have students:

- **Tap the rhythm** of "Chichipapa" using alternating hands.
- **Sing the song, tap the rhythm** of the song as an interlude, and sing the song again.
- **Repeat what they just did (sing-interlude-sing), but instead of tapping during the interlude, ask one student to improvise the interlude by**

2.6f Participate in physically active games with peers.

2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.

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

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

2.7d Recognize rules and follow basic safety instructions.

2.7e Identify who has hurt or made him or her feel bad.

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

2.7i Control or appropriately express intense emotions most of the time.

Objective:

- The purpose of this activity is to have the students practice bowling technique while working in small groups, while also practicing basic math skills by keeping score on a score sheet
- Bowling (underhand toss/throw), process of taking turns, good sportsmanship and counting skills
- Working on gross and fine motor skills

Lesson / Instruction

Warm Up Procedure: (10 min)

- 3 Laps
- Drinks
- Bathroom



playing *so* and *mi* (D and B) to the rhythm of the song.

- **Take turns improvising** the interlude.

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

Interactive

- **Invite students to play** Orff instruments with "Chichipapa" using the Virtual Mallet Percussion slide.

PRACTICE: Reinforce reading *so* and *mi* on the staff.

ANALYZE | Pitches

ACTIVITY | S1U1L7: *So* and *Mi*: Interactive

- **Ask a volunteer to read** aloud about *so* and *mi* from the slide.
- **Explain** that *so* and *mi* can be in different places, but their relationship to each other is always the same.

RESOURCE MASTERS |

Grade 2: Resource Master 1-10, p. 12.

Answer Key p. 185:

Documents

- **For additional practice** use this activity for more practice

PITCH SOUNDS AND SYMBOLS: Interactive

- **Have students practice finding *so* and *mi*** using the **Pitch Sounds and Symbols** slide.

Apply and Close

PRACTICE: Sing and play *so* and *mi* in two keys

SING | Lemonade

ACTIVITY | S1U1L7:

Lemonade: Interactive

- **Have students sing** "Lemonade" on G and E, first with pitch syllables and hand signs, and then with words.
- **Ask students to sing** the song on D and B in the same way.
 - **Give the starting pitches using the Pitch Sounds and Symbols** slide or play along on a pitched instrument

- Stretching

Share the History of

Bowling:

1. The earliest known forms of bowling date back to ancient Egypt
2. Wall drawings of bowling were found in a royal Egyptian tomb dated to 5200 BC and miniature pins and balls were found in an Egyptian child's grave around that time as well
3. Thought to be a child's game involving stone balls, a miniature alabaster vase-shaped figures
4. Later in 1895 in Egypt, they found balls made using the husks of grains, covered in leather, and bound with string
5. Other balls made of porcelain have also been found, indicating that these were rolled along the ground rather than thrown due to their size and weight

Set Up: Go over bowling

(underhand toss/throw)

cues prior to activity.

1. Face the target
2. Step with the opposite foot from throwing hand
3. Tick-Arm goes back like a grandfather clock
4. Tock- Arm swings forward to release the ball
5. Have students use the saying "Tick-Tock goes the Clock" and that will help them remember the cues for the underhand toss
6. Place students in groups of 3 and give them a "bowling alley" to play (three pieces of floor tape will be marked in a triangle formation for each group of students to play)
7. Once each group has their "bowling alley" area, send each group to retrieve three pins, choice of bowling ball, scoring sheet and a pencil
8. Demonstrate with two students how to take turns and keep score and set the pins up using the floor tape.



in order to support the singing.

- Using the slide offers a flexible way to introduce reading note names in treble clef; after you have used the Settings window to select the pitches, toggle the letter names on and off by clicking the C, D, E... button.)

PLAY | Orff Instruments

PLAYALONG | S1U1L7:

Lemonade: Interactive

- Hold up** one of the Orff or other pitched instruments (or choose one of the instruments on the Virtual Mallet Percussion slide).
- Ask a volunteer to play *so* and *mi*** on G and E, and then on D and B.
- Invite students to describe** the relationship of the two pitches as they see and hear the notes they played.

Lemonade (Stereo Mix):

Audio

Have students:

- Look at** the Orff score on the Playalong slide.
- Read and clap** the rhythm notation of the soprano glockenspiel part in meter; then say the pitch syllable names of each note. (*mi, so*)
- Sing** "Lemonade" and pat the strong beat of the bass xylophone part.
- Play both parts** as an accompaniment to the song on Orff instruments or using the Virtual Mallet Percussion slide.

REACHING ALL

LEARNERS | Gifted and Talented

Skilled students can try "Lemonade," as a round.

- Divide students** into two groups, and have the first group start singing first.
- Have second group** begin singing when the first group reaches the beginning of the third measure.
- Expand into** as many as four groups with third group starting when second group reaches beginning of the third measure, and the fourth group starting when the third

Procedure:

- The students take turns rolling the ball using proper technique trying to knock down the three pins. The student will get one turn at a time. After the student takes their own turn, he/she will write down their score on their sheet. It will then be another student's turn. The three students rotate their turns and keep track of their scores.
- Students set the pins for each turn by placing the pins on the floor tape
- Set up the pins ball right against the wall
- The score sheet reminds students of whose turn it is

Variations:

- This lesson can be taught to all grade levels with the distance of bowling being increased
- More bowling pins can be utilized to make it a more traditional bowling game with more floor tape
- Students can take two turns in a row to work on "spares"
- Vocabulary of bowling could also be introduced

Assessment Ideas:

- The [score sheet](#) is a great way to see if the students are taking equal amounts of turns, playing fairly, sharing, keeping accurate scores, and to see if the students have the ability to find the sum of their scores after the completion of the activity
- A rubric for good teamwork and sportsmanship can be used if effective objectives are utilized
- A rubric for bowling technique can also be used for psycho-motor assessment of skills
- Adaptations for Students with Disabilities can be made by altering the distance of the pins or how far apart they are. Students can also be teamed with helpers to keep score if necessary.

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

Rock Climbing Wall

Standards



group reaches the third measure.

- **Conduct by cuing** in each group at the appropriate time.

TEACHER TO TEACHER

| Teaching with Orff Instruments

ORFF ORCHESTRATIONS |

Grade 2: Document

Using Orff instruments for musical experiences provides students with a variety of opportunities. Have students play together as an ensemble or create an accompaniment for storytelling and movement. With their distinctive tone colors, Orff Instruments make the different parts clear and precise. Using materials that include both folk and composed music, along with chants, rhymes, and poetry, **Spotlight on Orff Orchestrations** offers instrumentation, specific methods for teaching orchestrations, as well as opportunities for creativity and improvisation. Pages iv-2 include an Introduction and General Suggestions. **Teacher plans are one the page before each score.**

PRACTICE: Read so and mi in a new song.

SING | She'll Be Comin' Round the Mountain

- **Ask students to find so and mi** in "She'll Be Comin' 'Round the Mountain." (See **Song Anthology, p. 200.**)

iSONG | She'll Be Comin' 'Round the Mountain: Interactive

Have students:

- **Listen to** "She'll Be Comin' 'Round the Mountain" and sing along.
- **Speak the words and practice playing** so and mi on toot toot.
- **Sing the song** and play so and mi on toot toot.

LINKS | Social Studies

Read:

History of Railroad Songs American railroads have always been an important part of folk art.

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

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.5 Discuss the importance of hydration and hydration choices relative to physical activities.

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

4.PE.8 Identify the components of health-related fitness.

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

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

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

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

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

4.PE.14 Recognize and support



Composers were fascinated by railroads, and railroad songs became a part of American music. As tracks began to crisscross the continent during the late nineteenth century, songs were composed to greet and honor the arrival of the "iron horse." Also, the laborers who laid mile after mile of tracks sang songs as they worked.

HISTORY AND CULTURE

| She'll Be Comin'

'Round the Mountain

Read:

"She'll Be Comin' Round the Mountain" was originally an African American spiritual. It became a popular Appalachian song when workers laying railway tracks heard it and began singing it while they worked. Soon, railway workers all across America were singing "She'll Be Comin' 'Round the Mountain." At that time, the arrival of a train into a small country town, bringing people or goods from another town, was considered a special occasion.

MUSIC SKILLS | Sing

Sing

- **Divide students** into two groups.
- **Have the first group** sing the lyrics to "She'll Be Comin' 'Round the Mountain."
- **Have the second group** says the toot toot, whoa back and yum, yum parts on so and mi.
- **If time permits,** switch roles and repeat.

PROGRESS

CHECKPOINT

PLAYALONG | S1U1L7:

Lemonade: Interactive

Informal Assessment

- **Have students sing** the soprano glockenspiel part for "Lemonade" on B and D with pitch syllables and hand signs.
- **Have them sing it again** with their eyes closed.

Optional Reteaching

- **Review** pitch syllables

individual differences in movement performance at all skill levels.

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

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

4.PE.17 Examine the health benefits of participating in physical activity.

Objectives:

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

Lesson / Instruction

Student will:

- Take turns alternating between climbing the rock wall and continue and finish filling out an exercise questionnaire (see Word Online).
- Students may color after filling out the questionnaire

Recess 1:45pm - 2:00pm

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

Rock Climbing Wall

Standards

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

3.PE.4 Recognize the concept of open space in movement



and hand signs for the instrument part of "Lemonade."

- **Have students choose partners** and watch one another singing the part, helping and commenting as needed.

WRAP UP
ACTIVITY | S1U1L7: So and Mi: Interactive

- **Have students recall** what happens when so and mi are in different places. (Their relationship to each other stays the same.)

She'll Be Comin' 'Round the Mountain (Stereo Mix): Audio

- **Invite students to sing** "She'll Be Comin' 'Round the Mountain" once more.

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

**RECORDERS:
Rockin' Around the Christmas Tree**

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

MU:Cr1.1 Imagine -

context.

3.PE.7 Engage in the activities of health enhancement class without teacher prompting

3.PE.8 Describe the concept of physical fitness and provide examples of physical activity than enhance fitness.

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

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

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

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

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

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

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

3.PE.17 Discuss the relationship between physical activity and good health.

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and



Generate musical ideas for various 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:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

MU:Pr4.2 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:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in

- return.
- Improve gross motor skills as children use their arms and legs to scale the wall
 - Enhance fine motor skills as children grip the hand holds and move about the wall.
 - Develop social skills with other students as they talk with their friends as they climb together

Lesson / Instruction

Student will:

- Take turns alternating between climbing the rock wall and continue and finish filling out an exercise questionnaire (see Word Online).
- Students may color after filling out the questionnaire

Practice Time 2:45pm - 3:30pm



music selected for performance.

Objectives:

- Memorize music notes on a scale
- Work on recorder music for Winter Concert

Lesson / Instruction

- Students will select a partner and work on music note flash-cards
- Students will work on "Rockin' Around the Christmas Tree" on recorder

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: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:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic



phrases, melodic phrases, and two-chord harmonic musical ideas.

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

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

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

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

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

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

MU:Pr4.2.6a Explain



how understanding the structure and the elements of music are used in music selected for performance.

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

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

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

MU:Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.

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

MU:Re8.1 Interpret -



Support interpretations of musical works that reflect creators'/performers' expressive intent.

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

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

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
SLEIGH RIDE

(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 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" 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 that 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