



Monday 10/20/2025	Tuesday 10/21/2025	Wednesday 10/22/2025	Thursday 10/23/2025	Friday 10/24/2025
School Day 34	School Day 35	School Day 36	School Day 37	School Day 38
Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am
Choir - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am	Choir - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am	Choir - 7 & 8 8:17am - 9:05am
<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</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:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>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.</p>	<p>BAND - SLEIGH RIDE</p> <p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</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: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:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>MU:Cr3.1.7a Evaluate their own work,</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</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:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>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.</p>	<p>BAND - SLEIGH RIDE</p> <p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</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: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:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>MU:Cr3.1.7a Evaluate their own work,</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</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:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>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.</p>



MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

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

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

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

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

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.7a Explain and demonstrate the structure of

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

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

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

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

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

Objectives:
• Go over class

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

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.

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

- 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

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

Once Players are Warmed Up:

- Tune the Band** -
 - 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 - eg, Lesson #16, pg. 97 "Hot Cross Buns"

- Play music confidently before starting the primary rehearsal selection**
 - Select a short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min)

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

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

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

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

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria

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*

- 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 which 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) - eg, "Hot Crossed Buns"

- Choose a music selection that students savor and perform masterfully

Prep 9:08am - 10:07am

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

Basketball Unit: Lesson #2

Standards

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

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

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

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(5 min) The Fun

Selection (Closer) - eg, "Hot Crossed Buns"

- Choose a music selection that students savor and perform masterfully

Prep 9:08am - 10:07am

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

Basketball Unit: Lesson #4

Standards

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

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

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

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MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria



including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

MU:Pr5.1.8a Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

MU:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of

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

8.PE.15 Explain practices that promote responsible behavior of self and others in a variety of physical activities.

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

including appropriate application of compositional techniques, style, form, and use of sound sources.

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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

including appropriate application of compositional techniques, style, form, and use of sound sources.

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music.

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Objectives:

- Students are spending time concentrating on their vocal range part in the instrumental piece selected for the winter concert.

Lesson / Instruction

Warm Up (whole class):

- Light cardio - walk around the school
- Yawn-Sigh Technique
 - Yawn (take in air) with your mouth closed.
 - Then, exhale through your nose as if you are sighing.
 - Helps relax the voice and improve it's range.*
- Humming Warm-Ups
 - Place tip of your tongue behind bottom front teeth and hum from C3 up to C5, while keeping your mouth closed.
 - Each note should sound like "hmmm" — including the "h" sound is less taxing on your voice.
 - Good warm-up because it doesn't put a lot of strain on your vocal cords.*
- Vocal Straw Exercise (Hum through a straw)
 - Hum slowly and evenly, through a straw from C3 up to C5, then back down.
 - Place the straw in a partially full glass of liquid and blow controlled bubbles in the glass.*
- Lip Buzz (lip trill) Vocal Warm-Up
 - Motorboat sound (lips vibrate as air is blown from mouth & nose) thru diatonic scale (white keys) from C3 to C5.
- Two-Octave Pitch Glide Warm-Up
 - Make "eeee" or "ohhhh" sound

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 basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

Lesson / Instruction

(10 min) Warm Up

- 3 Laps
- Random Running - dribbling basketball (Card 7)

(10 min) Go Fitness: Cardiovascular

Efficiency: Aerobic

Games Materials: Hoop and 12 beanbags (per student), 20-25 polspots, 1 bucket/crate/box

- Computer Virus (Card 73-74)

(25 min) Go Activity: Basketball: Skill Development Activities

Materials: 1 basketball per student

- Hoop It Up - Ball Handling Skills (Card 371-372)

(5 min) Cool-down

- Simon Says

Materials / Resources / Technology

music.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

Objectives:

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Lesson / Instruction

Warm Up (whole class):

- Light cardio - walk around the school
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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.23 Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge; and

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball 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

- Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular

Efficiency: Aerobic

Games Materials: 2 decks cards, 1 crate, 1 cone and frisbee per 3

- Hot Feet (Card 77)

(25 min) Go Activity: Basketball: Skill Development Activities

Materials: 1 polspot and basketball per student

- Georgia Brown - Passing Challenge (Card 375-376)

(5 min) Cool-down

- Simon Says

Materials / Resources / Technology

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Warm Up (whole class):

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 - Make "eeee" or "ohhhh" sound



gradually gliding through chromatic scale (all keys) from C3 to C5.

- This transitions from your chest voice to your head voice to warm up all areas.*

7. Vocal Sirens Exercise

- Make an "oooo" sound like a siren gradually from from C3 to C5.
- The sound is continuous and covers tones between the notes.*

8. Vocal Slides Technique (portamento, Italian for "the act of carrying")

- Slide from one note to the next in the diatonic scale (white keys) from C3 to C5.
- USE: Do, Re, Me, solfege, and hand signs.*

9. <http://youtu.be/CT8x2bdOtD8?si=Gp d3dXTecTiOSIZI>

Sing our Song Line Up for the Airport Concert

- "Santa Baby" performed by Eartha Kitt
- "It's Beginning to Look a Lot Like Christmas" performed by Bing Crosby
- "Let It Snow" performed by Dean Martin
- "It's the Most Wonderful Time of the Year" performed by Andy Williams

Individual Practice for Each Vocal Part for:

- "Carol of the Bells" (in harmony) written by Peter Wilhousky
- "Jingle Bells" (in harmony) written by James Pierpont and Bob Singleton

Conclude by bringing all vocal ranges together to sing:

- The last 2 songs

Prep 9:08am - 10:07am

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

Basketball Unit: Lesson #1

Standards

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

Lunch 11:12am - 12:12pm

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

Jump Rope Activities: Lesson #1

Standards

2.1c Exhibit a variety of small motor skills.

2.1e Engage in self-help 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 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.

gradually gliding through chromatic scale (all keys) from C3 to C5.

- This transitions from your chest voice to your head voice to warm up all areas.*

7. Vocal Sirens Exercise

- Make an "oooo" sound like a siren gradually from from C3 to C5.
- The sound is continuous and covers tones between the notes.*

8. Vocal Slides Technique (portamento, Italian for "the act of carrying")

- Slide from one note to the next in the diatonic scale (white keys) from C3 to C5.
- USE: Do, Re, Me, solfege, and hand signs.*

Sing our Song Line Up for the Airport Concert

- "Santa Baby" performed by Eartha Kitt
- "It's Beginning to Look a Lot Like Christmas" performed by Bing Crosby
- "Let It Snow" performed by Dean Martin
- "It's the Most Wonderful Time of the Year" performed by Andy Williams

Individual Practice for Each Vocal Part for:

- "Carol of the Bells" (in harmony) written by Peter Wilhousky
- "Jingle Bells" (in harmony) written by James Pierpont and Bob Singleton

Conclude by bringing all vocal ranges together to sing:

- The last 2 songs

Prep 9:08am - 10:07am

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

Basketball Unit: Lesson #3

Standards

8.PE.1 Perform with mature form, locomotor, nonlocomotor and manipulative skills

Lunch 11:12am - 12:12pm

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

Jump Rope Activities: Lesson #1

Standards

1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.

1.PE.3 Move in self-space.

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

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

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

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

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

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

gradually gliding through chromatic scale (all keys) from C3 to C5.

- This transitions from your chest voice to your head voice to warm up all areas.*

7. Vocal Sirens Exercise

- Make an "oooo" sound like a siren gradually from from C3 to C5.
- The sound is continuous and covers tones between the notes.*

8. Vocal Slides Technique (portamento, Italian for "the act of carrying")

- Slide from one note to the next in the diatonic scale (white keys) from C3 to C5.
- USE: Do, Re, Me, solfege, and hand signs.*

Sing our Song Line Up for the Airport Concert

- "Santa Baby" performed by Eartha Kitt
- "It's Beginning to Look a Lot Like Christmas" performed by Bing Crosby
- "Let It Snow" performed by Dean Martin
- "It's the Most Wonderful Time of the Year" performed by Andy Williams

Individual Practice for Each Vocal Part for:

- "Carol of the Bells" (in harmony) written by Peter Wilhousky
- "Jingle Bells" (in harmony) written by James Pierpont and Bob Singleton

Conclude by bringing all vocal ranges together to sing:

- The last 2 songs

Prep 9:08am - 10:07am

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

Basketball Unit: Lesson #5

Standards

8.PE.1 Perform with mature form, locomotor, nonlocomotor and manipulative skills



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

8.PE.15 Explain practices that promote responsible behavior of self and others in a variety of physical activities.

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

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3g Practice sensory integration.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4b Demonstrate increased ability to self-soothe and fall asleep.

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.

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

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

2.6f Participate in physically active

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

8.PE.15 Explain practices that promote responsible behavior of self and others in a variety of physical activities.

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.

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope

2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)

Go Fitness: Limber

Limbs: Stretching Activities (10 min)

Materials: Cones, music

1. Bendables (Card 166)

Go Activity: Jump Rope Activities (25 min)

Materials: Jump ropes (stand on rope with handles reaching armpits)

1. **Stationary Rope (Card 271-272)**
Materials: 1 long rope per 3 students, MUSIC
2. **Long Rope Jumping (Card 273)** **Materials:** 1 long rope per 3 students, *Jump Rope Task Cards (282-294)*

Glossy of Terms:

Walk and Jump: Turn rope while walking forward

Double Bounce:

Jump with both feet twice for each rope turn

Single Bounce:

Jump with both feet once for every rope turn

Straddle:

Jump and land with feet apart or together

Skier: Jump side to side over a line

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.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



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 basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball 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

- Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular

Efficiency: Aerobic Games **Materials:** 1 scarf per 4-5 students, cones to mark course

- Pass the Hat (Card 70)

(25 min) Go Activity:

Basketball: Skill

Development Activities

Materials: Basketballs for each student

- Introduce Skills and Proper Technique (Card 368-370)
 - Dribbling
 - Pivoting
 - Passing
 - Chest Pass
 - Bounce Pass
 - Overhead Pass
 - Catching
 - Shooting
 - Get Ready
 - Release
- Safety Guidelines:
 - Start and Stop Signal

games with peers.

2.6g Recognize the positive feelings experienced during and after physical activity.

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.

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

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

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

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

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 basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball 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

- Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular

Efficiency: Aerobic

Games Materials: 2 decks cards, 1 crate, 1 cone and frisbee per 3

- Deal Me In (Card 75-76)

(20 min) Go Activity:

Basketball: Skill

Development Activities

Materials: 1 polyspot and basketball per student

- I Got Game - Dribbling Skills (Card 373-374)

(2 min) Cool-down

- Simon Says

Materials / Resources / Technology

Lunch 11:12am - 12:12pm

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

Hop: Jump on one foot

Rocker: Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot

"X": Cross one foot in front of the other and jump

Backward: Turn rope backward and jump

Bell: Jump forward and backward over a line

Wounded

Duck: Jump with heels in and toes out, then heels out and toes in

Side-swing:

Swing the rope to one side of the body, then swing overhead and jump

Criss-Cross Arms: Turn rope forward and cross arms in front (hug yourself).

Jump forward, uncross arms and jump again

Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

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Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Cool-down: (5 min)
1. Simon Says (Card 5)

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

ORFF ORCHESTRA

collaborative movement projects.

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

8.PE.23 Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge; and

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball 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

- Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular

Efficiency: Aerobic Games **Materials:** 1 scarf per 4-5 students, cones to mark course

- Pass the Hat (Card 70)

(25 min) Go Activity:

Basketball: Skill

Development Activities

Materials: Basketballs for each student

- Introduce Skills and Proper Technique (Card 368-370)
 - Dribbling
 - Pivoting
 - Passing
 - Chest Pass
 - Bounce Pass
 - Overhead Pass
 - Catching
 - Shooting
 - Get Ready
 - Release
- Safety Guidelines:
 - Start and Stop Signal
 - Avoid body contact
 - Stay on your feet



2. Avoid body contact
 3. Stay on your feet
 4. Pass the ball only when your receiver is ready and looking
 3. Explain Glossary of Terms:
 1. Traveling
 2. Double Dribbling
 3. Foul
 4. Stealing
 5. Guarding (Defending)
- (5 min) Cool-down**
1. Simon Says

Materials / Resources / Technology

Lunch 11:12am - 12:12pm

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

SING W/ KINDERGARTEN - I'LL BE HOME FOR CHRISTMAS - Spotlight on Music Unit 2: Making Friends Lesson 1: Songs Have a Variety of Sounds

Standards

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

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

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

MU:Cr2.1.PreKb With substantial guidance, select and

- Objective:**
- Traveling
 - Non-manipulative skills (twisting, balancing, stretching, turning, curling)
 - Jumping, landing, transferring weight
 - Develop cardiovascular fitness, practice basic jump rope skills
- Kindergarten:**
- Jump over a line or rope using two-foot patterns (double and single bounce)
- 1st Grade:**
- Jump a swinging rope (long or short) using single and double bounces
 - Correctly turn a short jump rope
- 2nd Grade:**
- Jump a self-turned rope both forward and backward
 - Jump overhead turning long rope

Lesson / Instruction

- Procedure: (10 min)**
1. Bathroom
 2. Drinks
 3. 3 Laps
- Warm Up: (5 min)**
- Materials:** Cones, music
1. Fast Walk (Card 6)
- Go Fitness: Limber Limbs: Stretching Activities (10 min)**
- Materials:** Cones, music
1. Bendables (Card 166)
- Go Activity: Jump Rope Activities (25 min)**
- Materials:** Jump ropes (stand on rope with handles reaching armpits)
1. Introduction (Card 266-271)
 2. Stationary Rope (Card 271-272) **Materials: 1 long rope per 3 students, MUSIC**
 3. Long Rope Jumping (Card 273) **Materials: 1 long rope per 3 students, Jump Rope Task Cards (282-294)**
- Glossy of Terms:**
- Walk and Jump:** Turn rope while walking forward
- Double Bounce:** Jump with both feet twice for each rope turn
- Single Bounce:**

SING W/ PRESCHOOL - I'LL BE HOME FOR CHRISTMAS - Section 1: Unit 1: Lesson 5: Our Five Voices

Standards

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

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

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

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:Re8.1.Ka With guidance,

- TBD

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

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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

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

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

4. Pass the ball only when your receiver is ready and looking
 3. Explain Glossary of Terms:
 1. Traveling
 2. Double Dribbling
 3. Foul
 4. Stealing
 5. Guarding (Defending)
- (5 min) Cool-down**
1. Simon Says

Materials / Resources / Technology

Lunch 11:12am - 12:12pm

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

HAND BELLS - CAROL OF THE BELLS

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: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:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Pr4.2 Analyze -



keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

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

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

Objectives:

- Children will describe instrumental and vocal tone colors.
- Practice singing "I'll Be Home for Christmas" LINK:

Lesson / Instruction

PRACTICE WORDS:

- "I'll Be Home for Christmas" (ONLY 39 WORDS)

Lyrics:

I'll be home for Christmas
You can plan on me
Please have snow and mistletoe
And presents on the tree

[Post-Chorus]

Christmas Eve will find me
Where the lovelight gleams
(lovelight = brightness in one's eyes when in love/
fond expression of love/
radiance of affection)
I'll be home for Christmas
If only in my dreams

[Chorus]

I'll be home for Christmas
You can plan on me
Please have snow and mistletoe
And presents on the tree

[Post-Chorus]

Christmas Eve will find me
Where the lovelight gleams
I'll be home for Christmas
If only in my dreams

INTRODUCTION

Give children an overview

Jump with both feet once for every rope turn

Straddle: Jump and land with feet apart or together

Skier: Jump side to side over a line

Hop: Jump on one foot

Rocker: Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot

"X": Cross one foot in front of the other and jump, uncross and jump

Backward: Turn rope backward and jump

Bell: Jump forward and backward over a line

Wounded Duck: Jump with heels in and toes out, then heels out and toes in

Side-swing: Swing the rope to one side of the body, then swing overhead and jump

Criss-Cross Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again

Double Under: With 1 jump, pass the rope under your feet twice (lift knees and

demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Objectives:

- Signal to show recognition of singing voice.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L5: Our Five Voices: Interactive

POETRY | S1U1L5: Neat Feet: Interactive

- **Invite children to look** carefully at their shoes, then tell one thing that is special. (possible answers: color, pattern)
- **Explain** to children that they will listen to a poem. Say, "Let me remember how it starts."
 - Then pause as if remembering the first line of the poem (using your inner voice) and ask them to listen as you read "Neat Feet" aloud, alternating between your speaking and whispering voices.

DESCRIBE | Our Five

Voices

ACTIVITY | S1U1L5: The Five Voices: Interactive

- **Have children describe** the voices you used. (inner voice, speaking voice, whispering voice)
- **Point out** that when we think, we use the inner voice.
- **Discuss** other ways the voice can be used. (calling voice, singing voice)

COMPARE | Music and Fine Art

ART GALLERY | O-Bon Festival: Interactive

- **Invite children** to look at the art gallery slide.
- **Encourage** them to use their inner voice to imagine which voice children in the fine art might be using. (calling or singing)
- **Have them echo** as you say each phrase of "Neat Feet" using the

ensemble performances, individually or in collaboration with others.

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

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

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

MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

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

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

MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

MU:Re7.1 Select - Choose music appropriate for a

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:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.



of the lesson using the following slide CONCEPT OVERVIEW | S1U2L1: Songs Have a Variety of Sounds: Interactive

LET'S BEGIN | Viva Violins

LISTENING | Gigue from Sonata for Violin and Continuo: **Interactive**

- **Guide** children to form a circle.
- **Display** the listening slide, allowing children to talk about the picture. (violin player)
- **Play** "Gigue" and ask them to listen and move their hands, painting in the "air" with the steady beat, or as they wish.

ACTIVITY | S1U2L1: Two Sound Colors (violin, harpsichord): **Interactive**

- **Display the slide** ACTIVITY | Two Sound Colors and tell children about the instruments pictured.
- **Play the solo instrument** excerpts and discuss how the two instruments sound.
- **Guide children** to discover that these two instruments play together in "Gigue." (The continuo part includes both the keyboard and a cello.)
- **Play the recording** of "Gigue" again and ask children to move when they hear the violin playing (throughout).
 - *You may wish to have a colleague or a child's family member come to class and demonstrate the violin.*

HISTORY AND CULTURE | Archangelo Corelli

Archangelo Corelli (1653–1713) was an Italian violinist and composer during the era known as the Baroque period (approximately 1600 to 1750). He lived and worked a full generation before the composers Handel and Bach. He was also very well-known and highly regarded in his lifetime as a teacher, and the first person to establish and set down the basics of good violin technique—with special emphasis on creating beautiful tone quality on

rotate the rope faster with your wrist)

Cool-down: (5 min)
1. Simon Says (Card 5)

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

Basketball Unit: Lesson #1

Standards

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

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

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

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

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

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

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

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

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

five voices.
• **Invite** the children to use their inner voice to say the title of the poem.

LINKS | Art

Art Gallery: Art Connects to Music Kobayashi Eitaku was born in Edo, Japan. He became the official painter and was given the status of samurai for the li family. Later he created illustrations for books on history and children's games. The print in COMPARE | Music and Fine Art is a color woodcut from the book "Children's Games," printed in 1888. The people shown are celebrating the Japanese festival, Obon. Eitaku drew lines to create this print. Line in music refers to the way a melody moves higher and lower. Have children sing a song and move their hands to show the shape, or line, of the melody.

IDENTIFY | Five Voices

LISTENING | SoundCheck: Echoing Four Kinds of Voices: **Interactive**

- **Play** the SoundCheck "Echoing Four Kinds of Voices."
- **Then discuss** with children the voices we use.
- **Ask them** which voice was missing in the audio. (inner voice)
- **Discuss** with children why it may not be recorded. (We use inner voice when we think.)

ACTIVITY | S1U1L5: Our Five Voices: **Interactive**

- **Invite children** to predict the voice represented by each word in the slide
- **Have volunteers** reveal the pictures by clicking on the words.

IDENTIFY | Voices Used to Read a Poem

POETRY | S1U1L5: A Hippo in the House: **Interactive**
Read "A Hippo in the House" for children.

Performance Suggestions for suggested vocal qualities

specific purpose or context.

MU:Re8.1 Interpret - Support

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

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

Objectives:

- Work on playing their winter concert song individually, then together with the rest of the class

Lesson / Instruction

Students will:

1. Practice their parts of the song for the Winter Concert

LINK:

1. **Orff** (sheet music): <http://musescore.com/user/2516671/scores/13484137>.

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

UKULELES - JINGLE BELLS

Standards

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

MU:Cn10.0.4a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

MU:Cr2.1 Plan and

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

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

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

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

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

Lesson / Instruction

Students will:

- Practice their part of the Winter Concert song in unison with the class
- Link: <http://youtu.be/oUnZvAq9JIM?si=Oeqyug8qeTMeMUhttp://youtu.be/oUnZvAq9JIM?si=Oeqyug8qeTMeMU>

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

Jump Rope Activities: Lesson #1

Standards

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



the instrument. His compositions were widely popular and very influential throughout Europe. Corelli is still regarded as one of the giants of music.

LINKS | Drama

ACTIVITY | S1U2L6:

Orchestra: Interactive

Drama: Play in the "Orchestra" This activity can help children learn more about an orchestra as a large group of people playing instruments together and develop imaginative play. Have available small percussion instruments for children to play.

Display the slide and talk about the instruments from the four families in the orchestra. (strings, woodwinds, brass, percussion) Explain that one role of the conductor is to show the whole group or sections when to play and when to stop playing.

Invite children to:

- **Discuss** how they could signal a group to play or stop playing without using words. (*Accept all reasonable answers.*)
- **Choose an instrument** to play in the class "orchestra."
- **Form four groups**, regardless of the instruments chosen. (Mark four areas in the room and organize children to sit or stand in them.)
- **Play their instruments as you "conduct" with a scarf.** (Addressing each group one at a time, wave the scarf in front of you to signal playing and hide it behind you to signal not playing. Be sure to make eye contact with each group when you want them to play.)

LISTEN | Rise, Sally, Rise

iSONG | Rise, Sally, Rise:

and independent.

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

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

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

4.PE.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.19 Describe and compare the positive social interactions when engaged in partner, small-group, and large-group physical activities.

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

4.PE.17 Examine the health benefits of

- Use a whispering speaking voice for the first line.
- Use a loud speaking voice for the second line
- Use a normal speaking voice on each line about the other animals.
- Use a calling voice for *But a hippo in the house.*

LISTEN | I Got Shoes

iSONG | I Got Shoes:

Interactive

Invite children to:

- **Listen** to "I Got Shoes."
- **Identify** what type of voice is used. (singing)
- **Identify** who is singing on the recording. (mainly children and adults)

SING | I Got Shoes

I Got Shoes (Stereo Mix):

Audio

Have children:

- **Listen again**, singing along. (Note that, in keeping with gospel style, the verses modulate as they proceed: verses 3 and 4 are sung in F# major, verse 5 in G major.)
- **Divide into five groups**, each group walking to the beat of the song for one verse as all sing the song.

MUSIC SKILLS | Listen

LISTENING | I Got Shoes:

Interactive

Listen:

- **Have children describe** what they hear in the recording by Sweet Honey in the Rock. They might hear that there are many parts being sung at one time.
- **Ask** what kind of voices they hear. (adult female singing voices) Ask if they hear instruments. (no)
- **Point out** to children that some of the singers sing the tune children learned, and others sing higher and lower vocal parts.

HISTORY AND CULTURE

| Sweet Honey in the

Rock

Sweet Honey in the Rock This Grammy Award-winning ensemble was founded in 1973 by Dr. Bernice Johnson Reagon. The all-female septet sings a cappella, playing along on hand percussion instruments on most

Make - Select and develop musical ideas for defined purposes and contexts

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

MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

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

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

MU:Cr3.1.4a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

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

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

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

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

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

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

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

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

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

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

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic



Interactive

Song Anthology, p. 59, and Piano Accompaniments, p. 78.
Say: "Let's listen to different sounds of the voice in the song 'Rise, Sally, Rise.'"

Have children:

- Listen to the song and add actions for what's described. (You may wish to use the choreography in the Song Anthology.)
- Clap the Ch-ch-ch-ch pattern in measure 4.
- Talk about the difference between "words" and "sounds" (Ch-ch-ch-ch) in the song.

SING | Rise, Sally, Rise
Rise, Sally, Rise (Stereo Mix): **Audio**

Once the children know the Ch-ch-ch-ch-ch vocal pattern in "Rise, Sally, Rise," apply the idea of vocal sounds to instrument playing.

Invite children to:

- Echo you saying and patting or clapping the Ch-ch-ch-ch-ch rhythmic pattern.
- Explore new vocal sounds to replace the Ch-ch-ch-ch-ch and the sounds of body percussion
 - such as *Boo-boo-be-boo-boo* or *Da-da-dee-da-da*.
- Sing the song using the new vocal sounds for the pattern in measure 4.

TEACHER TO TEACHER

Teaching Tips

Ways to Lead Patting the Beat Find different ways to help children keep 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, moving arms and legs—first on one side, then the other.

LISTEN | Wee Willie Winkie

iSONG | Wee Willie Winkie: **Interactive**

Invite children to:

- Listen to "Wee Willie Winkie."
- Talk about the voices heard. (speaking and singing voices)

participating in physical activity.

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

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

4th Grade:

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch a ball thrown by a partner
- Throw and move to catch an object in a small group keep-away situation

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular

Efficiency: Aerobic Games **Materials:** 1 scarf per 4-5 students, cones to mark course

1. Pass the Hat (Card 70)

(25 min) Go Activity:

Basketball: Skill

Development Activities

Materials: Basketballs for each student

1. Introduce Skills and Proper Technique (Card 368-370)
 1. Dribbling
 2. Pivoting
 3. Passing
 1. Chest Pass
 2. Bounce Pass
 3. Overhead Pass
 4. Catching
 5. Shooting
 1. Get Ready
 2. Release
2. Safety Guidelines:
 1. Start and Stop Signal
 2. Avoid body contact
 3. Stay on your feet
 4. Pass the ball only when your receiver is ready and

songs. The musicians draw from the music of the African American church, namely spirituals, hymns, and gospel, as well as jazz and blues. Performances are simultaneously interpreted in American Sign Language. After 30 years of leading and performing with the ensemble, Dr. Reagon retired in 2004.

- Have children listen for the voice being used.

PROGRESS CHECKPOINT

Informal Assessment

- Have children listen with eyes closed to "I Got Shoes" performed by Sweet Honey in the Rock.
- As you name the five kinds of voices, have them raise a hand in front of their chests when you name the kind of voice they heard in the recording. (singing voice)
- Ask them to identify if adults or children sing on the recording. (adults)
- Ask them to identify if men or women sing on the recording. (women)

Optional Reteaching

If children have difficulty identifying the singing voices on the recording, have them listen to the SoundCheck again.

WRAP UP

- Have children echo you on "Neat Feet," using speaking, whispering, and calling voices.
- Ask them to listen as you say or whisper words describing shoes and, one by one, line up like "quiet mice" when their shoes are described.

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

RECORDERS - O CHRISTMAS TREE

Standards

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and

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

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

MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

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

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

jump rope skills

Kindergarten:

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope

2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: Cones, music
1. Bendables (Card 166)

Go Activity: Jump Rope

Activities (25 min)

Materials: Jump ropes (stand on rope with handles reaching armpits)

1. **Stationary Rope (Card 271-272)**
Materials: 1 long rope per 3 students, MUSIC
2. **Long Rope Jumping (Card 273)**
Materials: 1 long rope per 3 students, Jump Rope Task Cards (282-294)

Glossy of Terms:

Walk and

Jump: Turn rope while walking forward

Double

Bounce: Jump with both feet twice for each rope turn

Single

Bounce: Jump with both feet once for every rope turn

Straddle: Jump and land with feet apart or together

Skier: Jump



Echo-speak the rhyme, one line at a time, patting to the beat.

- Sing the song **Song Anthology, p. 74, and Piano Accompaniments, p. 93.**

LINKS | Reading
ACTIVITY | S1U2L7: Wee Willie Winkie Words: **Interactive**
Reading: My First Words
Use the slide to help children explore letter shapes in words from "Wee Willie Winkie."
Invite children to:

- **Click** on each picture tile to reveal the corresponding word. (run, town, lock, bed)
- **Trace** the shape of each letter in the word with their finger.

SING | Wee Willie Winkie
Wee Willie Winkie (Stereo Mix): Audio
Have children:

- **Sing** the song "Wee Willie Winkie."
- **Clap** at the end of each musical phrase.

MOVEMENT | Wee Willie Winkie Game
Wee Willie Winkie Have children work in five groups or "towns." Say the first two lines as one child from each group carefully walks through the "town." Say the third line as the child stops in front of another child, and then calls, "Are the children in their beds, for it's eight o'clock." The second child then becomes Wee Willie Winkie and the game continues. Continue playing the game until each child has had a turn.

PLAY | Wee Willie Winkie
ACTIVITY | S1U2L7: Play with Willie Winkie!**Interactive**
Provide children with a basket of assorted instruments (triangle, wood block, hand drum, finger cymbals, sand blocks, claves). Display the slide.
Invite children to:

- **Discuss** what the pictures on the right illustrate. (each line of the song/rhyme)
- **Name** the instruments on the left. (left column: triangle, wood block, hand drum; right

looking

3. Explain Glossary of Terms:
 1. Traveling
 2. Double Dribbling
 3. Foul
 4. Stealing
 5. Guarding (Defending)

(5 min) Cool-down
1. Simon Says

Materials / Resources / Technology

Recess 1:45pm - 2:00pm

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

Basketball Unit: Lesson #1

Standards

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

3.PE.3 Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.

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

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

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

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

3.PE.10 Practice

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 - 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

Objectives:

- Practice ukulele playing
- Practice music theory concepts

Lesson / Instruction

Students will:

- Continue to work on ukulele song for the Winter Concert
- Practice other songs from our ukulele book
- Practice music theory flashcards to get ready for music reading and writing

Exit ticket: Treble Clef note review

side to side over a line
Hop: Jump on one foot
Rocker: Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot
"X": Cross one foot in front of the other and jump, uncross and jump
Backward: Turn rope backward and jump
Bell: Jump forward and backward over a line
Wounded Duck: Jump with heels in and toes out, then heels out and toes in
Side-swing: Swing the rope to one side of the body, then swing overhead and jump
Criss-Cross Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again
Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Cool-down: (5 min)
1. Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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



column: finger cymbals, sand blocks, claves) Allow children to explore the sound of the instruments.

- (Optional: You might want to use the virtual Percussion Instruments or the Glossary of Instruments in Resources.)
- Decide as a class** what instrument should be used to play at the end of each line as volunteers drag the instruments to the corresponding picture. (Answers will vary.)
- Sing** the song, playing the selected instruments.
- Talk about** the different sounds of the instruments.

HISTORY AND CULTURE
| Wee Willie Winkie
The rhyme was written by William Miller (1810–1872), “the Laureate of the Nursery.” Published in 1841, it is the first of five verses in a poem said to be about King William IV of England. It has long been a favorite of children and adults alike.

TEACHER TO TEACHER
| Decision Making
Decision Making As you assess decision making, note what motivates children’s choices: Peer/ teacher imitation? Object color/shape/sound? Associations with objects?

Observe how children make decisions about tone color.

PROGRESS CHECKPOINT
Informal Assessment
Ask children to identify the voice of a child or an instrument while you play it out of their sight. Observe whether children say “voice” or the correct instrument name.

Optional Reteaching
If children have difficulty identifying the sounds accurately, begin by showing two sources and then produce those sounds

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.

3.PE.18 Discuss the challenge that comes from learning a new physical activity; and

3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges

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 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 flashcards
- Students will work on "O Christmas Tree" on the recorder

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

Basketball Unit: Lesson #1

Standards

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

5.PE.3 Recognize that many different countries and cultures have been the origin of games, sports, and dance,

Jump Rope Activities: Lesson #1

Standards

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

2.PE.4 Combine locomotor skills in general space to a rhythm or beat.

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

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

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

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

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

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

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

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

2.PE.14 Work independently with



for children. Then hide the instrument (or child whose voice they will hear) and ask children to identify the sound.

WRAP UP

- Remind children that they heard instrumental sounds and vocal sounds that include singing and speaking in this lesson.
- Tell them** that we recognize the sounds of instruments or voices around us because each one has its own special sound or tone color.

SCHOOL TO HOME

"Rise, Sally, Rise," p. 59
"Wee Willie Winkie," p. 74

Materials / Resources / Technology

Classroom Materials:
Instruments: shakers; basket of assorted rhythm instruments

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

BOOMWACKERS & PERCUSSION - JINGLE BELL ROCK - Section 1: Unit 1: Lesson 7: Play Pitched Instruments (continued)

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.

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

to utilize learned skills and develop physical fitness.

- Have fun being physically active.

3rd Grade:

- Throw to a target area using an overhand motion
- Throw overhand using varied amounts of force and speed
- Catch a variety of different balls alone and with a partner

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

- Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular

Efficiency: Aerobic Games **Materials:** 1 scarf per 4-5 students, cones to mark course

- Pass the Hat (Card 70)

(25 min) Go Activity:

Basketball: Skill

Development Activities

Materials: Basketballs for each student

- Introduce Skills and Proper Technique (Card 368-370)
 - Dribbling
 - Pivoting
 - Passing
 - Chest Pass
 - Bounce Pass
 - Overhead Pass
 - Catching
 - Shooting
 - Get Ready
 - Release
- Safety Guidelines:
 - Start and Stop Signal
 - Avoid body contact
 - Stay on your feet
 - Pass the ball only when your receiver is ready and looking
- Explain Glossary of Terms:
 - Traveling
 - Double Dribbling
 - Foul
 - Stealing
 - Guarding (Defending)

(5 min) Cool-down

- Simon Says

Materials / Resources / Technology

Practice Time 2:45pm -

including those of traditional and contemporary American Indian cultures.

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

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

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

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

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

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

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

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

5.PE.14 Accept, recognize, and actively involve others with both higher and lower skill

others in partner environments.

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

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

2.PE.17 Describe the value of "good health balance".

2.PE.18 Compare physical activities that bring confidence and challenges; and

2.PE.19 Discuss positive results gained from participating in physical activities with others.

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope

2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)



3:30pm

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

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.

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*

abilities into physical activities and group projects.

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

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

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

5.PE.19 Analyze the social benefits gained from participating in physical activity.

Objective:

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

5th Grade:

- Using a variety of objects, throw a leading pass overhand to a partner
- Catch objects of different sizes and weights by moving to a designated area
- Throw and catch in a small group game to keep the ball away from opponents or reach a goal

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular

Efficiency: Aerobic Games **Materials:** 1 scarf per 4-5 students, cones to mark course

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: Cones, music

1. Bendables (Card 166)

Go Activity: Jump Rope

Activities (25 min)

Materials: Jump ropes (stand on rope with handles reaching armpits)

1. **Stationary Rope (Card 271-272)**
Materials: 1 long rope per 3 students, MUSIC
2. **Long Rope Jumping (Card 273)** **Materials:** 1 long rope per 3 students, Jump Rope Task Cards (282-294)

Glossy of Terms:

Walk and

Jump: Turn rope while walking forward

Double

Bounce: Jump with both feet twice for each rope turn

Single

Bounce: Jump with both feet once for every rope turn

Straddle:

Jump and land with feet apart or together

Skier: Jump side to side over a line

Hop: Jump on one foot

Rocker: Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot

"X": Cross one foot in front of the other and jump, uncross and jump

Backward:



- 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 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.

1. Pass the Hat (Card 70)
(25 min) Go Activity:
Basketball: Skill Development Activities
Materials: Basketballs for each student
1. Introduce Skills and Proper Technique (Card 368-370)
 1. Dribbling
 2. Pivoting
 3. Passing
 1. Chest Pass
 2. Bounce Pass
 3. Overhead Pass
 4. Catching
 5. Shooting
 1. Get Ready
 2. Release
2. Safety Guidelines:
 1. Start and Stop Signal
 2. Avoid body contact
 3. Stay on your feet
 4. Pass the ball only when your receiver is ready and looking
3. Explain Glossary of Terms:
 1. Traveling
 2. Double Dribbling
 3. Foul
 4. Stealing
 5. Guarding (Defending)

(5 min) Cool-down

1. Simon Says

Materials / Resources / Technology

Recess 2:30pm - 2:45pm

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

BAND - SLEIGH RIDE

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

Turn rope backward and jump
Bell: Jump forward and backward over a line
Wounded Duck: Jump with heels in and toes out, then heels out and toes in
Side-swing: Swing the rope to one side of the body, then swing overhead and jump
Criss-Cross Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again
Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Cool-down: (5 min)

1. Simon Says (Card 5)

Practice Time 2:45pm - 3:30pm



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 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:

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.



- **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 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

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



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. 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

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

(10 mins) Warm-Up and

Tuning:

1. Embouchure



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 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 - O CHRISTMAS TREE

Standards

MU:Cr1.1.5b Gener

- Warmers** - long tones and lip slurs, generally directed downward
- 2. 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)
 - 3. Mind Warmers** -
 - Scales starting on different degrees
 - 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)
 - 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

- 1. 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



ate 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 - 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

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



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 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 flashcards
- Students will work on "O Christmas Tree" on the recorder

Recess 2:30pm - 2:45pm

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

BAND - SLEIGH RIDE

Standards

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sound sources.

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- book for each instrument
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Lesson / Instruction SLEIGH RIDE

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2. **Arm and Finger Warmers** -
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 - 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
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