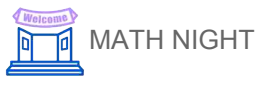




Monday 10/06/2025	Tuesday 10/07/2025	Wednesday 10/08/2025	Thursday 10/09/2025	Friday 10/10/2025
School Day 27	School Day 28	School Day 29	School Day 30	School Day 31
Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am		Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am
Band - 7 & 8 8:17am - 9:05am	Choir - 7 & 8 8:17am - 9:05am		Choir - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am
Standards	Standards	Standards	Standards	Standards
<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, applying selected criteria such as</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:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p>	<p>MU: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>Have Students Concentrate on Learning Music for the Concert this Week</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</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, applying selected criteria such as</p>
	<p>Objectives:</p> <ul style="list-style-type: none"> Get class procedures set up Warm up singing Test and group students according to vocal range (again) Sing first song 			
	<p>Lesson / Instruction</p> <p>Procedures for class:</p> <ul style="list-style-type: none"> Pick up students in the cafeteria after morning duty Be ready ASAP: Get sheet music, arrange selves according to vocal range Attendance and lunch count will be taken Remind students how to stand, sit, posture, etc. <ul style="list-style-type: none"> Head level Hold chest high Shoulders down, slightly back, abs flat Feet hip-width apart on the tri-pod Knees slightly bent Imagine a cord 			



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

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

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

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

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

Objectives:

- Go over class procedures and expectations
- Students will select

attached to your head pulling you straight up

- Sit on half of the chair, feet flat on the floor (if seated)

- **YouTube Link:** <http://youtu.be/Plm0T4xQWFw?si=bVfnMQHjLBm9Y3yQ>
- **Sing** - Warm up with scales UP and DOWN with hand signs (start at octave middle C)
- **Sing** - Pitch matching to piano (various pitches)



- Continue to learn and practice signing techniques and songs selected for the Winter Concert and airport performance.

Prep 9:08am - 10:07am

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

FRISBEE UNIT

Standards

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

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

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

8.PE.16 Provide encouragement and

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

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

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

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

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

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

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,

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

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

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

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

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

Objectives:

- Go over class procedures and expectations
- Students will select



instruments

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

Lesson / Instruction
(10 mins) Warm-Up and Tuning

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

Once Players are Warmed Up:

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

(5 mins) The Familiar Selection - eg, Lesson #16, pg. 97 "Hot Cross Buns"

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

feedback to peers without prompting from teacher.

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

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

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

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

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

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

Objective:

- Increase cardiovascular efficiency

Lesson / Instruction

Procedures: (10 min)

- Bathroom

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

Once Players are Warmed Up:

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

(5 mins) The Familiar Selection - eg, Lesson #16, pg. 97 "Hot Cross Buns"

1. **Play music confidently before starting the primary rehearsal selection**
 - a. Select a short, well-rehearsed piece, or a portion

technical challenges, and reasons for choices.

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

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.

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

instruments

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

Lesson / Instruction
(10 mins) Warm-Up and Tuning

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

Once Players are Warmed Up:

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

(5 mins) The Familiar Selection - eg, Lesson #16, pg. 97 "Hot Cross Buns"

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



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

FRISBEE UNIT

Standards

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

- Drinks
- 3 Laps
- Meet in the Center Circle

Warm-up (5 min)

- Fast Walk (Card 4)

Go Fitness (12 min)

- Veins and Arteries (Card 30) Use for 2 or 3 lessons

Go Activity (15 min)

- Flying Disk (Card 421-424): Skill Development Activity (2-4 mins.)
 - Throwing
 - Backhand Throw
 - Forehand Throw
 - Curving the Flying Disk
 - Catching
 - Alligator Catch
 - Thumbs Down Catch
 - Thumbs Up Catch
 - Safety
 - "Throw to, not at others"
 - "Look before they throw"
 - "Follow start and stop signals"

Cool-down (5 min)

- The S Trail (Card 5)

Notes:
Have students follow the leaders in an S pattern, then switch the person in the back to the the front.

Lunch 11:12am - 12:12pm

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

Moving & Traveling Activites

Standards

2.1b Explore toys and objects with hands and mouth.

2.1c Exhibit a variety of small motor skills.

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

2.2a Exhibit physical reflexes in response to stimulation.

2.2b Develop muscle tone and

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

b. Do not spend time "rehearsing" this selection

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

- 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

FRISBEE UNIT

Standards

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: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

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

FRISBEE UNIT

Standards

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



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

8.PE.3 Research the history and origin of various games, sports, and dance, including those of traditional and contemporary American Indian cultures.

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

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

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

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

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

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

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.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4e Participate in healthy routines.

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.

2.6f Participate in physically active

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.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

rhythmic phrases, melodic phrases, and harmonic sequences.

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

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.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



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

Objective:

- Cardiovascular Efficiency, Muscular Strength, flexibility

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Explain History of Frisbee:

- **The Frisbee was created** by an American inventor, Walter Frederick Morrison, in 1948
- Fred Morrison & wife liked to play by throwing upside-down cake pans to each other on the beaches in California.
- Fred had the idea to make a plastic version
- It was a Wham-O founder Rich Knerr, who named the toy "Frisbee" before its official launch Jan. 23, 1957.
- It was first sold by Wham-O toy company - as the "Pluto Platter."
- Wham-O changed name to Frisbee Pie Company in 1958 as a homage to the pastime of tossing around pie tins.

Warm-up (5 min)

- Count Down (Card 12)

Go Fitness (12 min)

- Veins and Arteries (Card 30)

Go Activity (15 min)

1. Flying Disk CATCH CHALLENGE Level I - Repair the Ozone (Card 429)
2. Flying Disk CATCH CHALLENGE Level II -

games with peers.
2.7c Respond to warnings and redirection for unsafe behaviors an situations, although not consistently.
2.7d Recognize rules and follow basic safety instructions.
2.7i Control or appropriately express intense emotions most of the time.

Objective:

- Learn cooperative strategies and team-building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- Simon Says (Card 5)

Go Fitness - CATCH 'em

Quick Activities (12 min)

- Fancy Feet (Card 62)

Go Activity (15 min) -

Moving and Traveling

Activities

- Islands (Card 317)
Need: One hula hop per person

Cool-down (5 min)

- Simon Says (Card 5)

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

FRISBEE UNIT

Standards

- 4.PE.1** Use a combination of motor skills to engage in a variety of activities.
- 4.PE.4** Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and

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:

- Increase cardiovascular efficiency

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps
- Meet in the Center Circle

Warm-up (5-10 min)

- Fast walk around the gym

Go Fitness (12 min)

- Misc.fitness activity (ask for suggestions)

Go Activity (15 min)

- Flying Disk (Card 421-424): Skill Development Activity (2-4 mins.)
 - Throwing
 - Backhand Throw
 - Forehand Throw
 - Curving the Flying Disk
 - Catching
 - Alligator Catch
 - Thumbs Down Catch
 - Thumbs Up Catch
 - Safety
 - "Throw to, not at others"
 - "Look before they throw"
 - "Follow start and stop signals"

Cool-down (5 min)

- The S Trail (Card 5)

Notes:

creator's intent.
MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.
MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

Objectives:

- Students will work on perfecting their part in the music ensemble and/or their own individual performance pieces for the winter concert.

Lesson / Instruction

Students will spend the next several weeks concentrating on playing and perfecting their part in the instrumental piece, individual pieces, and singing pieces they have selected for the winter concert.

Prep 9:08am - 10:07am

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

FRISBEE UNIT

Standards

- 8.PE.1** Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.
- 8.PE.4** Use tactics to create open space and close space during small-side play by combining locomotor movements.

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:

- Increase cardiovascular efficiency

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps
- Meet in the Center Circle

Warm-up (5-10 min)

- Fast walk around the gym

Go Fitness (12 min)

- Misc.fitness activity (ask for suggestions)

Go Activity (15 min)

- Flying Disk (Card 421-424): Skill Development Activity (2-4 mins.)
 - Throwing
 - Backhand Throw
 - Forehand Throw
 - Curving the Flying Disk
 - Catching
 - Alligator Catch
 - Thumbs Down Catch
 - Thumbs Up Catch
 - Safety
 - "Throw to, not at others"
 - "Look before they throw"
 - "Follow start and stop signals"

Cool-down (5 min)

- The S Trail (Card 5)

Notes:

Have students follow the leaders in an S pattern, then switch the person in



Keep Away (Card 431)
Cool-down (5 min)
• High 5 in the Middle (Card 9)

Lunch 11:12am - 12:12pm

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

SING (with Kindergarten): Deck the Halls

Standards

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

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

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

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

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

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

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

dance environments.

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

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

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

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

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

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

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

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

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

Objective:

- Cardiovascular Efficiency, Muscular Strength, flexibility

Lesson / Instruction

- Procedures: (10 min)**
- Bathroom

Have students follow the leaders in an S pattern, then switch the person in the back to the the front.

Lunch 11:12am - 12:12pm

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

Section 1: Unit 1: Lesson 3: Ways to Move

Standards

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

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

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

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

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

MU:Cr3.1.Ka With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

MU:Pr4.2.Ka With guidance, explore and demonstrate

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

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

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

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

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

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

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

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

the back to the the front.

Lunch 11:12am - 12:12pm

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

SING: Frosty the Snowman

Standards

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

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

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

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



others.

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

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

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

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

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

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

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

MU:Pr6.1.Kb Perform appropriately for

- Drinks
- 3 Laps

Explain History of Frisbee:

- **The Frisbee was created** by an American inventor, Walter Frederick Morrison, in 1948
- Fred Morrison & **wife liked to play by throwing upside-down cake pans** to each other on the beaches in California.
- **Fred had the idea to make a plastic version**
- It was a **Wham-O founder Rich Knerr, who named the toy "Frisbee" before its official launch Jan. 23, 1957.**
- It was **first sold by Wham-O toy company - as the "Pluto Platter."**
- Wham-O **changed name to Frisbee Pie Company** in 1958 as a homage to the pastime of tossing around pie tins.

Warm-up (5 min)

- High 5 In The Middle (Card 9)

Go Fitness (12 min)

- Blob Tag (Card 32)

Go Activity (15 min)

1. Flying Disk CATCH CHALLENGE Level I - **Repair the Ozone** (Card 429)
2. Flying Disk CATCH CHALLENGE Level II - **Keep Away** (Card 431)

Cool-down (5 min)

- High 5 in the Middle (Card 9)

Recess 1:45pm - 2:00pm

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

FRISBEE UNIT

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.7 Engage in the activities of health enhancement class

awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Objectives:

- Signal to track beat icons.

Lesson / Instruction

CONCEPT OVERVIEW | S1U1L3: Ways to Move: Interactive

- **Ask children** to name things with hinges, such as doors.
- **Help them compare** their body joints to hinges and explore gently moving them.

POETRY | S1U1L3:

Hinges: Interactive

- **Read** "Hinges" to children.
- **Ask them to move** as the poem suggests while you read it again.

iSONG | Pimpón:

Interactive

- **Have children listen** to "Pimpón."
- **Then compare** the marionette movements in the song with ways they moved to the poem.

You may want to use the locator map. **LOCATOR MAP | Mexico: Interactive**

PRONUNCIATION |

Pimpón

a f a ther
u m oo n
e a pe

challenge; and

Objective:

- Increase cardiovascular efficiency

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps
- Meet in the Center Circle

Warm-up (5-10 min)

- Fast walk around the gym

Go Fitness (12 min)

- Misc. fitness activity (ask for suggestions)

Go Activity (15 min)

- Flying Disk (Card 421-424): Skill Development Activity (2-4 mins.)
 - Throwing
 - Backhand Throw
 - Forehand Throw
 - Curving the Flying Disk
 - Catching
 - Alligator Catch
 - Thumbs Down Catch
 - Thumbs Up Catch
 - Safety
 - "Throw to, not at others"
 - "Look before they throw"
 - "Follow start and stop signals"

Cool-down (5 min)

- The S Trail (Card 5)

Notes:

Have students follow the leaders in an S pattern, then switch the person in the back to the the front.

Lunch 11:12am - 12:12pm

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

Moving & Traveling Activities

Standards

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

1.PE.3 Move in self-space.

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

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.

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

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

MU:Re8.1 Interpret - Support interpretations of musical works that reflect



the audience.

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

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Objectives:

- Practice singing Deck the Halls for the Winter Concert.

Lesson / Instruction

Have class:

- Practice rhythms with the video: <http://youtu.be/SsRXLZ0y9No>
- Practice: Practice singing "Deck the Halls" LINK: <http://youtu.be/CboZWDR-Idl?si=gqEmwW6W-G7BogHU>

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

**Section 1: Unit 1:
Lesson 6: Loud and Soft in Music (continued)**

Standards

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

MU:Pr4.2.2b When analyzing selected

without teacher prompting

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

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

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.

Objective:

- Cardiovascular Efficiency, Muscular Strength, flexibility

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Explain History of Frisbee:

- The Frisbee was created** by an American inventor, Walter Frederick Morrison, in 1948
- Fred Morrison & wife liked to play by throwing upside-down cake pans** to each other on the beaches in California.

? flipped r
i b ee
ð th e
o o bey
β without lips touching

TRANSLATION | Pimpón

- Explain** to children that Pimpón is made of papier-mâché, which comes apart when it gets wet. This is why Pimpón has to be very careful when he washes, cries, or eats soup.

SING | Pimpón

iPRONUNCIATION |

Pimpón: Interactive

- Have children echo** the Spanish words using the pronunciation for "Pimpón."

Pimpón (Stereo Mix):

Audio

- Listen** to the words in Spanish
- Form five groups**, one to *move to the beat* like marionettes on each verse as the others *sing*.

LISTEN | My Grandfather

iSONG | My

Grandfather: Interactive

- Invite children to listen** to "My Grandfather" to identify how many sections it has. (2)
- Have them name** the movements in the song and decide if they can be done in place. (walk, skip, run; no)
- Ask students to listen again.**

SING | Stamping Land

- Have children listen** to the folk song "Stamping Land," singing along and doing the movements in each "land" to the beat when mentioned.

Stamping Land (Stereo Mix): Audio

- Sing** this folk song.
- Tell** students it is from Denmark.

MUSIC SKILLS |

Improvise

- Invite children to think** of other "lands" to pantomime in "Stamping Land." Suggestions include "sneezing land," "twisting land," and "waving land."
- Have volunteers take turns singing** their

1.PE.4 Differentiate between fast and slow speeds, strong and light force.

1.PE.7 Actively engage in health enhancement class.

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

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.

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

Objective:

- Learn cooperative strategies and team-building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- Simon Says (Card 5)

Go Fitness - CATCH 'em Quick Activities (12 min)

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.

Objectives:

- Practice "Frosty the Snowman" for the Winter Concert

Lesson / Instruction

Have students:

- LINK TO CARTOON: <http://youtu.be/kSKyv8EUEsU?si=yD2uoB4c9rem2Tsl>
- Practice singing "Frosty the Snowman" LINK:

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

Halloween Games

Standards

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

K.PE.6 Actively participate in 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 Acknowled



music, read and perform rhythmic and melodic patterns using iconic or standard notation.

MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

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

MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.

Objectives:

- Perform a poem following piano and forte indications.

Lesson / Instruction

LINKS | Language Arts

The Tooth Fairy Folktale

- The tooth fairy is *not just part of American folklore*.
- **In Japan**, if a child loses a lower baby tooth, it is thrown onto the roof so the new healthy tooth will grow upward.
 - An upper tooth is thrown underneath the house so a new healthy tooth will grow downward.
- **Like American children, Mexican children** put their baby teeth under their pillows, but a mouse, not a fairy, takes it and leaves behind money

- **Fred had the idea to make a plastic version**
- It was a **Wham-O founder Rich Knerr, who named the toy "Frisbee" before its official launch Jan. 23, 1957.**
- It was **first sold by Wham-O toy company - as the "Pluto Platter."**
- Wham-O **changed name to Frisbee Pie Company** in 1958 as a homage to the pastime of tossing around pie tins.

Warm-up (5 min)

- Count Down (Card 12)

Go Fitness (12 min)

- Veins and Arteries (Card 30)

Go Activity (15 min)

1. Flying Disk CATCH CHALLENGE Level I - **Repair the Ozone** (Card 429)
2. Flying Disk CATCH CHALLENGE Level II - **Keep Away** (Card 431)

Cool-down (5 min)

- High 5 in the Middle (Card 9)

Practice Time 2:45pm - 3:30pm

improvised words for the first "stamping land," then have the class repeat the new words in the rest of the song.

- **Set up an alto xylophone with bars for A and B only** and allow children to take turns creating simple melodies to use as interludes between verses.

ANALYZE | Ways to Move (2 slides)

ACTIVITY | S1U1L3: Move in Place: Interactive

- Point out to children the ways to move depicted in the slide **ACTIVITY | Move in Place.**
- Ask: What are some other ways you can move in place to the beat?

ACTIVITY | S1U1L3: Move Through Space: Interactive

- Discuss with children the ways to move depicted in the slide **ACTIVITY | Move Through Space**
- Ask: What are some other ways you can move through space to the beat?

ACTIVITY | S1U1L3: Walk to the Beat: Interactive

- **Invite children to discuss** the two categories of movement shown. (in place and through space, both to the beat)
- **Point out to children** the shoes depicted in the slide **ACTIVITY | Walk to the Beat.**
- **Explain** that each shoe represents one beat.
- **Have children sing** "Stamping Land" as you "point to the beat" by touching one shoe for each beat.

PROGRESS

CHECKPOINT

Informal Assessment

- **Have children sing** the folk song "Stamping Land" again, this time "pointing to the beat" on the slide from their seated positions.
- **Observe how children use their fine locomotor movement** as they point to the beat.

Optional Reteaching

- If children have difficulty pointing to the beat of "Stamping

- Fancy Feet (Card 62)

Go Activity (15 min) - Moving and Traveling Activities

- Islands (Card 317)
- **Need:** One hula hop per person

Cool-down (5 min)

- Simon Says (Card 5)

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

Section 1: Unit 1: Lesson 2: The Shape of Melody

Standards

MU:Cr1.1.3a Improve rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

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

MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of

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

Objective:

- Learn cooperative strategies and team-building skills
- Actively participate in games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- Simon Says (Card 5)

Go Fitness - Limber

Limbs Stretching

Activities (12 min)

- Stretch Routine (Card 60)

Halloween Activities

- Halloween throwing games (*teacher purchased*)

Cool-down (5 min)

- Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

Objective:

- Learn cooperative strategies and team-building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active.



in the night.

- **In France** the tooth fairy leaves a present instead of money
- **In Italy**, children simply keep their baby teeth as keepsakes.

PLAY | Instruments
iSONG | **Loose Tooth:**
Interactive

- **Have students say** the poem together, following the dynamic markings, and clap the rhythm as they go.
- **Hand out index cards** and have students practice writing the forte and piano dynamic symbols.
- **Assess** each student's ability to write the symbols correctly.

MUSIC SKILLS | Rhythm
Students can learn a great deal about music through **setting words to rhythm**.

- **Discuss** how the words to the poem "Loose Tooth" are set to rhythm.
- **Point out** to students how the words we tend to speak quickly are "short notes" (1/8 notes) and the words we tend to speak more slowly are written as "long notes" (1/4 or 1/2).
- **Encourage** students to bring or recite other poems they know that can also be set to rhythm.
- **Have volunteers write** the poems on the board
 - **Have class discuss** how the words in poem can be set to *rhythms students know*

PROGRESS CHECKPOINT
Informal Assessment

- **Ask students to perform** a musical version of "Loose Tooth." I
- Instead of saying poem
 - *Invite some students to play the rhythm* of the poem on **rhythm sticks**
 - *Others play the five instruments on the key words, as before* (see instruments for each word)
- **Check that all students follow the indicated dynamics**

Student Text: Perform

Land," repeat the song and point to the beat with them.

SCHOOL TO HOME
SONG ANTHOLOGY |
Grade K: Document
We are learning these songs:

- "Pimpón," p. 128
- "My Grandfather," p. 106
- "Stamping Land," pp. 146-147

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

Section 2: Unit 1:
Lesson 4: Sing with So

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

Objectives:

- Sing with so.
- Read fermata and upbeat.

Concept:

- Melody

Lesson / Instruction

READ | Fermata and Upbeat

CONCEPT OVERVIEW |
S2U1L4: Sing with So:
Interactive

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

SONG ANTHOLOGY |
Grade 5: Document
(PRINT FOR STUDENTS)

- **Have students refer to Song Anthology p. 181** to study the notation of "O, I'm Gonna Sing."
- **Define** fermata and have students identify the symbol as they read the rhythm.

O, I'm Gonna Sing (Stereo Mix): Audio

- **Play** "O, I'm Gonna Sing."
- **Review the definition** of upbeat and discuss the effect of the fermata on the upbeat.
- **Encourage students to recall** other songs that have an upbeat, such as "In That Great Git'n Up Mornin'."

READ | Pitches
PITCH SOUNDS AND

SYMBOLS: Interactive

- **Use the Settings** button to choose:

music, and context (such as personal and social).

Objectives:

- Show lower and higher pitch patterns by clapping and snapping.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW |
S1U1L2: The Shape of Melody: Interactive

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

Chan mali chan (Stereo Mix): Audio

- **Tell students** they will listen to "Chan mali chan," a song from Singapore.
- **Ask them to review** the rhythm of the words and beat by clapping the rhythm of the words chan mali chan, oi! oi! during the refrain and patting the steady beat during the verse.
- *You may wish to call attention to the D.C. al Fine and Fine in the Song Anthology.*

HISTORY AND CULTURE | Malaysia

LOCATOR MAP |
Singapore: Interactive

Malaysia Singapore was once part of the Malaysian Federation and enjoys strong cultural ties with Malaysia. Located on the Malay Peninsula between Singapore and Thailand, Malaysia also occupies the northern part of the island of Borneo. Its capital is Kuala Lumpur. Most of Malaysia is made up of jungle and swamps. The east coast of peninsular Malaysia is the region of Kelantan, which is known for its elaborate kites and shadow plays. Have students look at the locator map. Ask them to identify where Singapore is located. (Southeast Asia, visible on the map as a small yellow dot at the southern tip of the Malay Peninsula)

LISTEN | Melodic Movement

iPRONUNCIATION | Chan

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- Simon Says (Card 5)

Go Fitness - Limber

Limbs Stretching Activities (12 min)

- Stretch Routine (Card 60)

Go Activity (15 min) - Moving and Traveling Activities

- Islands (Card 317)

Need: One hula hop per person

Cool-down (5 min)

- Simon Says (Card 5)

Practice Time 2:45pm - 3:30pm



the rhythm of "Loose Tooth" following the forte and piano dynamics.

Optional Reteaching

- Have students review the dynamic markings in the poem and write the markings and their meanings on the board.
- Ask them to say each word at the dynamic level its definition calls for. (Say forte loudly and piano softly.)

Student Text: Write the forte and piano dynamic symbols on the board. Say the word "forte" loudly and the word "piano" softly.

WRAP UP

- Have students review the term and abbreviation in music for each forte and piano (*f* and *p*)
- Have them read the *f* and *p* dynamic markings in the Song Anthology, pp. 16-17.
- Evaluate students as they sing "Baby Beluga" using the loud and soft or forte and piano dynamics marked.
- Assess how students listen and move to show the different dynamic levels in the song.

PRACTICE CHRISTMAS SONGS

Materials / Resources / Technology

Classroom Materials
Unpitched instruments: tambourine, triangle, hand drum, woodblock, finger cymbals, rhythm sticks

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

**Section 2: Unit 1:
Lesson 3: Create with Pitches and Rhythms**

Standards

MU:Cn11.0.5a Demonstrate understanding of

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

**ACTIVITY | S2U1L4:
Adding to Do Re Mi:
Interactive**

- Have students read the song's melody with pitch syllables and hand signs
- Have them name the pitch added to do, re, and mi. (so)

iSONG | O, I'm Gonna

Sing: Interactive

- Ask students to sing "O, I'm Gonna Sing" with the words. (The interactive starts with a whole note instead of a pickup note with a fermata above it.)

REACHING ALL

LEARNERS | Inclusion

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

MUSIC SKILLS | Guitar, Keyboard

VIRTUAL FRETTED INSTRUMENTS | Strings (Bass, Guitar, Banjo, Ukulele): Interactive

Guitar

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

VIRTUAL INSTRUMENTS | Keyboards (Organ, Piano, Electric Piano, Harpsichord): Interactive

mali chan: Interactive

- Tell students that songs have shape and can move upward or downward.
- Have students listen again and show melodic movement by pointing up or down when they hear chan mali chan, oi! oi!
- Have students listen to the pronunciation for "Chan mali chan" to become familiar with the words.

SING | Chan mali chan

iSONG | Chan mali chan: Interactive

- Have students sing "Chan mali chan." Encourage them to include it in the varied repertoire they can sing.

Read: "Chan mali chan"

tells the story of a baby goat walking to town. He talks with people he meets along the way. The words of the refrain do not mean anything at all—they are just fun to sing!

ACTIVITY | S1U1L2:

Refrain Clap and Snap:

Interactive

- Have students sing the refrain, clapping on the words chan mali chan and snapping on oi! oi!
- Then have them listen again, lowering their hands (for example, from eye level to shoulder level to waist level) for each repetition of the pattern to illustrate the downward sequential movement of the melodic phrases.

HISTORY AND CULTURE

| Glenn Miller

MEET THE MUSICIAN |

S1U1L2: Glenn Miller:

Interactive

Glenn Miller (1904–1944)

was born in Iowa and started playing musical instruments when his family was living in Nebraska.

- Miller started college in Colorado, but his love of music took over and he dropped out to become a professional musician.
- He toured with several orchestras, including Benny Goodman's.
- In 1935, Miller made his first record under his own name and



relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr1.1.5a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

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

Objectives:

- Create a three-tone melody.

Concept:

- Melody

Lesson / Instruction

READ | Words of Wisdom

CONCEPT OVERVIEW | S2U1L3: Create with Pitches and Rhythms: Interactive

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

SONG ANTHOLOGY | Grade 5: Document (PRINT FOR STUDENTS for now and for RECORDER later)

- **Have the class refer** to **Song Anthology p. 291** to read the rhythm of the song, tapping to the beat.

ACTIVITY | S2U1L3: Melodic Movement: Interactive #1

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

ACTIVITY | S2U1L3: Melodic Movement: Interactive #2

- **Ask students to find** instances of *repeated notes, steps, and skips* in the song.
 - *Some examples are tinted; encourage students to circle or*

Keyboard

- **Invite students to play the melody** of "O, I'm Gonna Sing" on a keyboard.
 - The melody falls under the hand well with the right thumb on F.
 - The melody could also be played on the Virtual Keyboard.

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

FRISBEE UNIT

Standards

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

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

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

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

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

4.PE.11 Reflect on personal social

soon had his own band.

- Many of his recordings are famous and are still favorites today.
- Glenn Miller used an orchestra to play his music.
- Besides writing his own music and conducting it, Miller also played the trombone.

Invite a volunteer to read aloud the biography of Glenn Miller.

LISTEN | String of Pearls

iLISTENING MAP | A

String of Pearls:

Interactive

- **Tell students** that "A String of Pearls" is a song from the 1930s.
- **Have students read about** "A String of Pearls" and read the definition of melody.
- **Then have them listen** to the selection using the listening map and determine each direction the melody moves.

ACTIVITY | S1U1L2: Pitch and Melody: Interactive

Explain:

- **A melody** is a string of connected pitches moving upward, downward, or repeating the same pitches.
- **Pitch** is the highness or lowness of a sound. Every melody has a shape. Look at the diagram to compare pitch and melody.

SING | I's the B'y

LOCATOR MAP |

Newfoundland: Interactive

- **Have students refer** to the **Song Anthology p. 112** to look at "I's the B'y" to see the shape of the melody.

iSONG | I's the B'y:

Interactive

- **Have students sing** the song and determine when the pitches repeat or move up or down.
- **Encourage them to use terms such as sound, melody, and pitch** to describe what they heard. (repeat—mm. 1, 2, 3, 5, 6, 8, 9, 11, 13, 15, and 16; move down—mm. 2, 6, 7, 10, 14, and 15; move up—4, 7, 12, and 15)



highlight additional ones they find.

PITCH SOUNDS AND SYMBOLS: Interactive

Use Pitch Sounds and Symbols. (Explain key and moveable Do)

- Use the Settings button:
 - Scale = do pentatonic
 - Pitch for do = G
 - deselect Pitch Syllables except for do re mi.
- Click the pitch syllable names below the staff to hear each pitch sung, in any order, and to practice singing along using the hand signs.
- Have students refer to **Song Anthology p. 291** to read the melody with pitch syllables and hand signs.

iSONG | Words of Wisdom: **Interactive**

Have students:

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

IMPROVISE | Melodies

SOCIAL STUDIES |

Franklin's Sayings:

Interactive

- Tell students they will improvise melodies based on the sayings Franklin published in Poor Richard's Almanac.
- Invite them to discuss the meanings of each of these sayings.
 - Tell them that Ben Franklin's IQ was 160 (average = 100, average range = 85-115, above 160 = genius)

RESOURCE MASTERS |

Grade 5: **Document**

(Display to students)

- Display **Resource Master R•2, p. 110**
- Read each saying in rhythm, tapping to the beat.

VIRTUAL MALLET

PERCUSSION | Orff Mallet

Percussion (Xylophones,

Metallophones, and

Glockenspiels):

Interactive

- Recite the saying as they play the rhythm.
- Select for their improvisations.
- Create melodic phrases by improvising with repeated notes,

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.

Objective:

- Cardiovascular Efficiency, Muscular Strength, flexibility

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Explain History of

Frisbee:

The Frisbee was created by an American inventor, Walter Frederick Morrison, in 1948. Fred Morrison and his wife liked to play by throwing upside-down cake pans to each other on the beaches in California. Throwing cake or pie pans wasn't new, but Fred Morrison had the idea to make a plastic version. It was, however, one of the Wham-O founders, Rich Knerr who decided to name the disc-like toy "Frisbee" before its official launch in 1957. It was first sold by the Wham-O toy company on January, 23, in 1957 — as the "Pluto Platter." Wham-O changed the name the following year as a misspelled homage to the popular New England pastime of tossing around pie tins from Connecticut's Frisbee Pie Company.

For more information about melody in "I's the B'y," see

Resource Master 1•5, p. 6. The Answer Key is on p. 188.

LINK | Social Studies

Newfoundland and

Labrador

A province on the east coast of Canada, Newfoundland has two sections; Labrador is on the mainland, and Newfoundland is an island. The surrounding coastal waters offer some of the world's best fishing. Small fishing fleets sail from the excellent harbors. In the late 1400s, John Cabot sailed to Newfoundland and reported that the waters were full of cod. Since that time, fishing has been a major source of trade. The fishermen still catch mostly cod, but they also bring in fish such as sole and herring.

PROGRESS

CHECKPOINT

iSONG | Chan mali chan:

Interactive

Informal Assessment

Have students sing the refrain to "Chan mali chan" again, clapping at waist level on the words chan mali chan and snapping above their heads on oi! oi! to show higher or lower pitch patterns.

Optional Reteaching

Have students stand in a circle so they can see one another. Repeat the informal assessment.

WRAP UP

A String of Pearls (Gray):

Audio

- Guide students to realize that they added two folk songs from different cultures to their repertoire.
- Have them use words such as pitch, melody, upward, downward, and same, to describe what they hear in "Chan mali chan."
- Ask students whether oi! oi! is up or down. (up)
- Then have them choose, as a class,



steps, and skips using do, re, and mi (G, A, B).

- **Combine** the patterns into pairs and use as an accompaniment to interludes between repetitions of the song.

MUSIC SKILLS |
Recorder
VIRTUAL RECORDER |
Recorder Fingerings:
Interactive
Recorder

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

HISTORY AND CULTURE |
Benjamin Franklin
Benjamin Franklin
(1706–1790)

- A signer of both the Declaration of Independence and the Constitution
- A printer, philosopher, and scientist.
- Renowned for many inventions, (glass harmonica, lighting rod, bi-focals, Franklin stove, odometer, swim fins, modern clock)
- For 25 years, wrote and published *Poor Richard's Almanac*, a collection of advice, information, and comments on daily life.

Recess 2:30pm - 2:45pm

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

Standards

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

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

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

MU:Cr2.1 Plan and Make - Select and

Warm-up (5 min)

- Count Down (Card 12) **Need: Music and Polyspots**

Go Fitness (12 min)

- Veins and Arteries (Card 30) **Need: Cones**

Go Activity (15 min)

1. Flying Disk CATCH CHALLENGE Level 1 - **Repair the Ozone** (Card 429) **Need: hula hoops and Frisbees**
2. Flying Disk CATCH CHALLENGE Level 2 - **Keep Away** (Card 431) **Need: Frisbees**

Cool-down (5 min)

- High 5 in the Middle (Card 9)

Recess 2:30pm - 2:45pm

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

Standards

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

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

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

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

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

MU:Cr2.1.6b Use standard and/or

either "Chan mali chan" or "A String of Pearls" to perform again with arm movements.

Materials / Resources / Technology

Classroom Materials
Resource Master 1•5 (Listen Up!)

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

Section 1: Unit 1
Lesson 2: Shape Up and Ship Out!

Standards

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

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

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:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

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



develop musical ideas for defined purposes and contexts

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

MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

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

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

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

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

iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

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

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

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

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

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

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

minor) and meters.

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

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

Objectives:

- Point to visual representations of melodic contour to match them to a musical example.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L2: Shape Up and Ship Out!: **Interactive**

- **Share with students** an overview of this lesson.
- **Discuss with students** the difference between ordinary speech and singing. (Most speech is on one pitch or very few pitches; music usually is on many different pitches.)

SONG ANTHOLOGY |

Grade 4: **Document**

- **Have students refer to Song Anthology p. 149** and ask them to imitate you as you let your hand trace the pitch of your voice.
- **First speak a line of "My Town, My World,"** then sing the line. Explain that, in today's lesson, they will be exploring the shape of melodies.

MOVE | Somos el barco



musical works and their implications for performance.

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

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

MU:Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance.

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

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

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

performances, individually or in collaboration with others.

MU:Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance.

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

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

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

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

MU:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior)

Somos el barco (Stereo Mix): Audio

Have students:

- **Read** the definitions of pitch and melody.
- **Listen** to "Somos el barco."
- **Listen** to the song again and move their hands up and down to show the melodic shape.

ACTIVITY | S1U1L2:

Melodic Shape:

Interactive

- **Have students draw** a line from dot-to-dot to see a contour shape. Share with them that the melodic shape is similar to the shape that they created when they moved their hands up and down in the air showing the melodic shape of "Somos el Barco."
- **Ask students to match** the first shape to a phrase in the song. (measures 1–2) Then ask students to find the place in the music that the second shape matches. (Refrain: measures 9–12)

HISTORY AND CULTURE

| Lorre Wyatt

Lorre Wyatt (b. 1945) The composer of "Somos el barco," Lorre Wyatt, was inspired to write the song when he was a member of the crew of an environmental sailing boat on the Hudson River in 1962. The words used in this song, We are the boat, we are the sea; I sail in you, you sail in me, express deep feelings that people and the environment are all one.

LINKS | Art

Boats Although boats move forward in the water, they also move up and down with the ocean waves.

- **Have the class brainstorm** ways to show a boat's movement visually.
 - Eg. they might use curves or lines (with arrows to indicate movement), show humans and animals standing unsteadily on the deck, or create a series of pictures (like an animated



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 Warmers** - long tones and lip slurs, generally directed downward
2. **Arm and Finger**

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Lesson / Instruction
(10 mins) Warm-Up and Tuning:

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

cartoon) with the boat in slightly different positions.

- **Have each student select** his or her favorite way and then draw a boat moving on the sea.

SING | Somos el barco
iSONG | Somos el barco
(We Are the Boat): Interactive

Have students:

- **Listen to** the song again as they follow the words and notation.
- **Sing** the English part of the song, moving one hand up and down to show the melodic shape of the complete song.

PRONUNCIATION | Somos el barco
iPRONUNCIATION | Somos el barco (We Are the Boat): Interactive

- **Help students learn** the Spanish pronunciation of "Somos el barco."
- **Then have them sing** the complete song.

LISTEN | A la puerta del cielo
LOCATOR MAP | Spain: Interactive

- **Ask students to locate** Spain on their locator map for this song.

ACTIVITY | S1U1L2: Contour: Interactive

- **Ask students to read about** melodic contour.

iSONG | A la puerta del cielo (At the Gate of Heaven): Interactive

Have students:

- **Listen to** the Spanish song "A la puerta del cielo," **following the notation on Song Anthology p. 3.**
- **Identify** the first *duérmete* on line 3 as the word sung on the highest pitches in the melody.
- **Have students listen to** "A la puerta del cielo," tracing the melodic contour with a finger in Song Anthology p. 3, on the board, or in the air as the iSong is played.

Main Idea
Identify the words that begin lines 1, 2, and 4 as those sung on the lowest pitch.

ACTIVITY | S1U1L2: Melodic Shape: Interactive



Warmers -

- a. Scales, intervals, arpeggios, articulations (how each note is played, e.g. fermata, staccato),
- b. Rudiment studies on drums (music elements that define structure):
 - a. flam stroke, single stroke roll, double stroke roll, paradiddle, double paradiddle)

3. **Mind Warmers -**

- a. Scales starting on different degrees
- b. Call out scale degree numbers and ask students to play those notes

Once Players are Warmed Up:

1. **Tune the Band** (see score page 000)

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

(5 mins) The Familiar Selection

1. **Play music confidently before starting the primary rehearsal selection**

- a. Select short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible
- b. Do not spend time "rehearsing" this selection

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

1. Go beyond the

- b. Call out scale degree numbers and ask students to play those notes

Once Players are Warmed Up:

1. **Tune the Band** (see score page 000)

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

(5 mins) The Familiar Selection

1. **Play music confidently before starting the primary rehearsal selection**

- a. Select short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible
- b. Do not spend time "rehearsing" this selection

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

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

(10 min) The Secondary Rehearsal Selection -

- **Play this game** to understand how pitches rise and fall.

MOVE | Melodic Contour in Adagio

iLISTENING MAP | Adagio (excerpt) from *Concierto de Aranjuez*: **Interactive**

- **Point out** the melodic contour line above the roofline of the buildings on the still listening map. (The building shown is in the style of the Royal Palace in the town of Aranjuez in Madrid, Spain.)
- **Have students locate** the section labels at the bottom of the map and notice that the second box is labeled A with a superscript. Ask students what they think this indicates. (The second A section is similar to but a little different from the first A section.)

Have students:

- **Follow** the contour of the melody line of the listening map with the animation, showing the contour with their hand.
- **Listen to** the still map and follow the graphic notation, crouching at the beginning, then gradually rising as the melodic contour ascends. Return to the crouch as it ends.
- **Ask students** to describe what was different about the melody when the guitar played it. (It had extra notes and sounded fancier.)
- **Explain** that the extra notes and fancy playing are called ornamentation.

MEET THE MUSICIAN | S1U1L2: Joaquín Rodrigo: Interactive

- **Invite students to read about** the musician, Joaquín Rodrigo, and discuss how his blindness affected his relationship with music.

MUSIC SKILLS | Tone Color

Tone Color

- **Have students listen** to the audio only of the "Adagio" listening map and identify the instruments. (classical guitar and English horn)
- **Invite students to describe** the tone colors of the English horn and classical guitar. Ask them how each is played. (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

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

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(5 min) The Fun Selection (Closer)

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

English horn is a wind instrument and the player blows through a double reed; the guitar is a string instrument and the player plucks or strums the strings with the fingers.)

- **Talk about** how an English horn can hold a note longer than the guitar can because the player can sustain the air pressure in the reed. By contrast, the guitar sound fades out quickly after the string is plucked.
- **Discuss with the class** that this may be the purpose of the ornamentation in the guitar melody: to sustain the sound of longer notes and make the melody sound continuous.

ANALYZE | Melodic Contours
ACTIVITY | S1U1L2:
Compare Contours: Interactive

Have students:

- **Look at** these representations of **melodic contour**.
- Describe and compare the melodic shapes.
- **Predict** how each shape will sound by humming or whistling.
- **Listen to** the excerpts and check their predictions.
Find the line that appears twice in "A la puerta del cielo." (line 1 appears twice)

PROGRESS CHECKPOINT
ACTIVITY | S1U1L2:
Melodic Shape: Interactive
iSONG | A la puerta del cielo (At the Gate of Heaven): Interactive

Informal Assessment
Have students listen to different lines of "A la puerta del cielo" and have them determine which graphic represents what they hear. Then ask them to point to the notes as they listen to the song.

WRAP UP

- **Ask students to discuss** how they showed melodic contour in today's selections. (body movements, words, hands, instruments)