



Description of Activity:

At the Neck:

- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin.
 - Never use your thumb because it has a pulse of it's own.
 - Do not press too hard on the artery, as it may alter the heart rate.
- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!"
 - Then multiply your score by 2 to determine the number of beats per minute.
 - This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's heart rates.
 - Find a new partner and repeat
- Now, jog around the gym for two minutes.
- On the signal "Go!" stop and take your heart rate again
- ASK: Is there a difference? Why? This is called your working heart rate.

Warm-up & Cool Down (5 min)

- People Dodge (Card 4)

GO FITNESS (12 min) Quick Cardio Games

- 10-Second Fitness (Card 23)

FOOTBALL (Card 446-447)

1. Introduction
2. State Objectives
3. Discuss Technique/ Teaching Cues
 - a. Passing
 - b. Catching
 - c. Carrying
 - d. Defending (Marking, Guarding)
 - e. Offense
4. Safety Hints

Go Activity Football (15 min) IF TIME

- Go for the Goal (Card 448)

Lunch 11:12am - 12:12pm

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

Lesson 1: Hello Everybody!

starting with middle C, then go up while students hum to their highest head voice (have them record that note and octave on a sheet of paper)

2. Play notes starting with middle C, then go down while students hum to their lowest chest voice (have them record that note and octave on a sheet of paper)

- Adjust singers as necessary, according to vocal range

T T T T T T T T B B B B B B B B
S S S S S S S A A A A A A A A

Sing song that teacher

chooses to work on for 1

to 2 rehearsals:

- "Do Re Me" song to start **LINK:** <http://youtu.be/drnBMAEA3AM>
- "Ah, Poor Bird", Elizabethian song eventually

Prep 9:08am - 10:07am

PE - 6th Grade

10:10am - 11:09am

FOOTBALL UNIT - Lesson #2

Objective/Procedures:

- (10 min)
- Introductions
 - Classroom rules/ expectations
 - Discuss:
 - Organizing Signals, Transition Signals, Activity Breaks
 - Warm Up, Activities, Cool Down
 - Heart Rate Instruction
 - Dodging, fleeing, defending, flag pulling

Lesson / Instruction

REVIEW:

Measuring Heart Rate:

- **Gather** students in the middle of the gym
- **Discuss** how one's Aerobic Fitness level is related to how efficiently the heart

define structure):

- a. flam stroke, single stroke roll, double stroke roll, paradiddle, double paradiddle)

3. **Mind Warmers -**

- a. scales starting on different degrees call out scale degree numbers and ask students play those notes
- b. scales starting on different degrees call out scale degree numbers and ask students play those notes

Once Players are Warmed Up:

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



Objectives:

- Children will learn that singing together is fun.

Lesson / Instruction

GOAL: Learn a Greeting Song, "Hello Song"

ANALYZE | Opening Text

- Talk with students about times they have sung with other people. **Have them recall** that singing songs and playing musical games with others is fun.
- Display** the slide *In the Spotlight* and read the rhyme aloud.

LISTEN | Hello Song

- Tell students they will learn a song today they can sing while they play a musical game.

Have students:

- Discuss** ways people say hello. (*shake hands, wave, hug, say "Hi" or "How do you do?"*)
- Take turns** naming colors they are wearing and prepare to follow directions about colors in the song.
- Talk** about how people like to move to music, then mirror you by patting their legs, stamping their feet, and nodding their heads.
- Listen** to the first verse of "Hello Song."

SING | Hello Song
Sing while playing the musical game. **Have children:**

- Echo** the words of the A section.
- Encourage students to sing** song and follow the color directions in the B section, and the movement directions in the C section. (*If you're wearing yellow, stand up; Pat, pat, pat your legs.*)
- Repeat the activity** and assess whether students sang the song and played the game correctly.

MUSIC SKILLS | Analyze

- Help children discover that there are three sections to each

works.

- We can measure this efficiency by recording our "Resting Heart Rate" (rate at which your heart is beating at rest).
- The pulse is the blood rushing through the arteries after each heartbeat.

- Explain** and demonstrate how to take heart rates; then have students monitor their own heart rates.
 - Let them also take a partner's heart rate.
 - If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

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 - Never use your thumb because it has a pulse of its own.
 - Do not press too hard on the artery, as it may alter the heart rate.
- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!"
 - Then multiply your score by 2 to determine the number of beats per minute.
 - This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's heart rates.
 - Find a new partner and repeat
- Now, jog around the gym for two minutes.
- On the signal "Go!" stop and take your heart rate again
- ASK: Is there a difference? Why? This is called your working heart rate

Warm-up & Cool Down (5 min)

- Fast Walk - Slow Walk (Card 5)

GO FITNESS (12 min) Quick Cardio Games

- 2, 4, 6, 8 Everybody

starting from the beginning)

4. Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

(10 min) The Secondary Rehearsal Selection - Woodshed (*rehearse difficult passages until played flawlessly*) a selection which has recently been sight-read

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

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

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

(5 min) The Fun Selection (Closer)

- Choose a music selection that students savor and perform masterfully

Prep 9:08am - 10:07am

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

FOOTBALL UNIT - Lesson #3

Objective/Procedures: (10 min)

- Introductions
- Classroom rules/expectations
- Discuss:
 - Organizing Signals, Transition Signals, Activity Breaks
 - Warm Up, Activities, Cool Down
 - Heart Rate Instruction
- Dodging, fleeing, defending, flag pulling

Lesson / Instruction

REVIEW:

Measuring Heart Rate:

- Gather students in the middle of the gym
- Discuss how one's Aerobic Fitness level is



- verse of "Hello Song."
- A section is a greeting
 - B section announces a color
 - C section gives a movement direction. Some children may notice that the C section is slower.

REACHING ALL LEARNERS | English Language Learners

- **Ask** children to watch as you write each color on the board.
- **Have them take turns** finding things in the room that match those colors.
- **Invite volunteers** to share the names of colors in other languages.
 - When singing "Hello Song," end with a verse naming an item all children are wearing, for example: "If you have on shoes...."

MOVEMENT | Non-locomotor Movement

- **Encourage** students to pat legs lightly, hands rebounding after each pat. Suggest they "play their legs" as if instruments.
- **Model** "stamping" action by stepping or marching with alternating feet.

LINKS | Language Arts

Standards

National: MU.K-4.8b

- **Revisit** "Hello Song" on other days, substituting different words.
 - B section— *If you have long hair; If you're wearing squares; If you're wearing a smile*
 - C section— *Turn, turn, turn around; Reach, reach, reach up high; March, march, march along .*
 - *You might also include instrument-related activities, such as: B section—*

Participate (Card 24)

Review

FOOTBALL (Card 446-447)

1. Introduction
2. State Objectives
3. Discuss Technique/ Teaching Cues
 - a. Passing
 - b. Catching
 - c. Carrying
 - d. Defending (Marking, Guarding)
 - e. Offense
4. Safety Hints

Go Activity Football (15 min) IF TIME

- Rocket Runner (Card 449)

Lunch 11:12am - 12:12pm

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

Welcome Back to School Activity

Objective/Procedures:

(10 min)

- Introductions
- Discuss:
 - Warm Up, Activities, Cool Down
 - Heart Rate Instruction
- Perform warm-up, activity, then cool down

Lesson / Instruction

Measuring Heart Rate:

- **Gather** players to sit quietly in the Listening Circle
- **Discuss** how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest).
 - The pulse is the blood rushing through the arteries after each heartbeat.
- **Explain** and demonstrate how to take heart rates; then have students monitor their heart rates.
 - Let them also take a partner's heart rate.
 - If players have digital wristwatches, have them take their heart rates.
 - Have students take their heart rates in

related to how efficiently the heart works.

- We can measure this efficiency by recording our "Resting Heart Rate" (rate at which your heart is beating at rest).
- The pulse is the blood rushing through the arteries after each heartbeat.
- **Explain** and demonstrate how to take heart rates; then have students monitor their own heart rates.
 - Let them also take a partner's heart rate.
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 - **Never use your thumb because it has a pulse of its own.**
 - **Do not press too hard on the artery, as it may alter the heart rate.**
- **On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!"**
 - **Then multiply your score by 2 to determine the number of beats per minute.**
 - **This is your "resting heart rate." The lower the pulse rate is, the better.**
- **Now find a partner. Practice taking each other's heart rates.**
 - **Find a new partner and repeat**
- **Now, jog around the gym for two minutes.**
- **On the signal "Go!" stop and take your heart rate again**
- **ASK: Is there a difference? Why? This is called your working heart rate**

Warm-up & Cool Down (5 min)

- The S Trail Card 56)

GO FITNESS (12 min) Quick Cardio Games



If you're wearing circles, get a drum ; C section— Tap, tap, tap the drum .

WRAP UP

- **Have children listen** to the song, and sing the A section
- **Follow directions** in the B and C sections.

SCHOOL TO HOME

Document: SONG ANTHOLOGY | Grade K

"Hello Song," pp. 50–51 (copies for each student)

- **Explain** that they can tell caregivers they are learning "Hello Song"

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

Resources:
Resources: Playing the Recorder

- Objective:**
- Introduce the recorder
 - Describe songs dedicated to America.

Lesson / Instruction

VIRTUAL RECORDER | Recorder Fingerings
(Link: Favorites:Music Studio,
http://catalog.mcgraw-hill.com/repository/protected_content/COMPOUND/50001289/50/94/recorder.html)

- Use the Virtual Recorder to learn and review fingerings.
- Refer students to the Song Anthology resources section for printed fingerings.

ACTIVITY | S5U1L1: Recorder Care and Cleaning

- Share the following tips:**
- Spray the mouthpiece to keep it
 - Use germicide for sterilizing your recorder.

Play 1st and 2nd Song From RECORDER | Grades 5–6 Book

- Tell students:**
- Watch and listen as you demonstrate proper posture and the correct way to hold the recorder.

The three most important things to think about as you begin to play the recorders are:

- Your breath

PE frequently as a way to monitor their fitness.

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At the Neck:

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 - Never use your thumb because it has a pulse of its own.
 - Do not press too hard on the artery, as it may alter the heart rate.
2. On the signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!"
 - Then multiply your score by 2 to determine the number of beats per minute.
 - **Explain: that this is your "resting heart rate." 60-100**
3. Find a partner.
 - Practice taking each other's heart rates.
 - Find a new partner and repeat
4. Next, jog around the gym for two minutes.
5. Finally, on the signal "Go!" they will stop and take their heart rate again.
 - **Ask: Is there a difference? Why?**
 - **Explain: that this is your "working heart rate".**

Warm-up (5 min)

- Simon Says (CARD 5)

Go Fitness (12 min)

- Limber Limbs - Stretching Activities (CARD 164)

Go Activity (15 min)

Exercising your name:

- Have all students stand in a circle, including the teacher.
- The first student to the right of the teacher says his/her first name and then does an exercise or a stretch.
- The next student must say the first person's name, do that person's exercise, then say his/her name and do his/her exercise.
- The third person must say both of the first two people's names, do their exercises then his/her own, etc.
- Then the last person is the teacher who must go around the circle, starting with the first person, and say each student's name plus do

- Diagonal Dash (Card 26)

Review

FOOTBALL (Card 446-447)

1. Introduction
2. State Objectives
3. Discuss Technique/ Teaching Cues
 - a. Passing
 - b. Catching
 - c. Carrying
 - d. Defending (Marking, Guarding)
 - e. Offense
4. Safety Hints

Go Activity Football (15 min) IF TIME

- Dodge the Defenders (Card 450)

Lunch 11:12am - 12:12pm

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

In the Spotlight: Lesson 1: In the Spotlight

Objectives:

- Prepare to learn songs about America by thinking about American sights and sounds.

Lesson / Instruction

GOAL: Introduce the feature, "In the Spotlight"

ANALYZE | Opening Text (Slide 1)

Standards National: MU.Cn10.0.1a

Tell students that in this first part of this presentation, they are going to **read and talk about music in America, and learn some well-known American songs.**

- **Read the poem** "A bright light shines on America!"
- **Name a favorite place** in America that you have seen

DESCRIBE | Sounds in American Scenes (Slide 2)

Standards National: MU.Cr3.1.1a

Tell students that they are **going to read and talk about different sounds heard in America, and how these sounds can be like music.**

- **Read** the poem
- **Ask:** What is the boy



- Your fingers
- Your ears

- Pick up your recorder with your left hand.
- Cover the hole on the back with your left thumb and the top hole on the front with your pointer finger.
 - This is the fingering for B.
- Support the recorder lightly with your right hand at the bottom.
- Sit tall and hold your recorder straight down in front of you.
- Place the mouthpiece on your lower lip, then close your upper lip around it.
 - Don't let it touch your teeth.
 - Breathe gently into the recorder a whispered doo.
 - Echo patterns your teacher plays on B.
 - Using the fingering charts above, follow your teacher to learn A and G.
 - Practice playing echoes on B, A, and G with a partner.
 - Now the whole class can play "Hot Cross Buns"

Continue playing:

- R•1 In the Bag page 1
- R•2 Two Hands Are Better Than One

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

Welcome Back to School

- Objective/Procedures:**
(10 min)
- Introductions
 - Classroom rules/ expectations
 - Discuss:
 - Organizing Signals, Transition Signals, Activity Breaks
 - Warm Up, Activities, Cool Down
 - Heart Rate Instruction
 - Muscles/Bones Instruction it time

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is

their exercise.

Cool-down (5 min)

- Simon Says (CARD 5)

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

**IN THE SPOTLIGHT:
Lesson 1: Step into the Spotlight**

- Concept:**
- Focus
- Objectives:**
- Learn that music is all around them and that they can be a part of the music.

Lesson / Instruction

GOAL: Introduce the feature, in the Spotlight

- 1. LISTEN | Step into the Spotlight Standards**
- National: MU.Cn11.0.3a**
- Ask students to name places where they can hear music. (*home, school, automobile*) Point out that music is everywhere in the sounds they hear.
 - Tell students they will learn a song about being a part of that music.

2. IN THE SPOTLIGHT | SOU1L1: Lesson 1

- Read the introduction
- Invite a volunteer to read the introduction in the student text aloud
- Listen to "Step into the Spotlight."

4. REACHING ALL LEARNERS | English Language Learners

Standards National: MU.Cn11.0.3a

- Ask students to read the title of the song "Step into the Spotlight."
- Illustrate how the word *spotlight* is made up of two words, *spot*, and *light*.
- With movement, show the action of taking a step into the spotlight, that is to take an active part in singing and enjoying music in America today.
- Explain that *music in the air* does not refer to music on the radio, but

doing? (pointing)

- Ask: What might they be hearing?

ACTIVITY | SOU0L1: Sounds Around Us (Slide 3)

- Ask: What do you see?
- Describe how these scenes might sound.
- Describe other sounds one might hear in different parts of the country, including their own.

IDENTIFY | Categories of Sound Standards

- National:**
- MU.Pr4.3.1aMU.Re8.1.1a**
- Tell students that people sometimes talk about the "music" of a river or of rain falling.
 - Explain that music is made of sounds
 - long sounds and short sounds
 - low sounds and high sounds
 - loud sounds and soft sounds
 - rough sounds and smooth sounds
 - Show the slide again and talk about these categories with children.
 - Have students describe sounds they might hear from each picture.

GRAPHIC ORGANIZER | Block Organizer—4x8

- Use the 4 x 8 graphic organizer:
- Write these categories in the left column: long, short, low, high, loud, soft, rough, smooth.
 - Invite children to tell sounds that fit some of the categories named above as you write them into the chart.
 - examples: long: a freight train going by
 - short: a bicycle horn or bell
 - low: a cow moo
 - high: a microwave beep
 - loud: a nearby thunderclap
 - soft: a cricket chirp
 - rough: a bullfrog croak
 - smooth: someone whistling
 - Explain that songs often use sounds that repeat in steady, rhythmic ways.
 - To demonstrate, have students clap a steady beat and as they continue, tap a rhythm on a desk.
 - Challenge children to brainstorm ways that



beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.

- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

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- Now find a partner. Practice taking each other's' heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

Discuss what we will be doing for the year:

- Give students a rough outline of activities

Play a game of Dodge Ball

- Use the foam balls in the yellow bag (need to order more of these)

Recess 2:30pm - 2:45pm

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

Class Setup - Ukulele

- Objectives:**
- Go over class

rather music all around us.

- To illustrate this idea, invite students to make music with found instruments, for example by using boxes for drums.

5. SING | Step into the Spotlight Standards

National:

MU.Pr6.1.3aMU.Re7.1.3a

- Sing with the audio of "Step into the Spotlight."
- Identify words in the lyrics that describe where music can be found and how they can be a part of the music. (*ev'rywhere, in the air, From the city to the farm and field, to the rushing river free, in you and me; step outside your doorway, sing out strong*)

6. MUSIC SKILLS | Play

Standards National:

MU.Pr4.2.3b

- Ask students to stand and march in place to the beat of "Step into the Spotlight."
- Ask them to think of other movements they could do to keep a steady beat. (*clap, sway, snap their fingers*)
- Play the song again and have students clap to the beat.

7. VIRTUAL

PERCUSSION |

Percussion (Drums, Bells, Shakers, and Scrapers)

- Ask the class other ways to play a steady beat (such as unpitched percussion)

8. MOVEMENT

| Patterned

Movement Standards

National: MU.Re7.2.3a

Students develop simple movements to accompany the refrain of "Step into the Spotlight."

- Play the recording and have them stand in a circle as they put a
 - Wave your arm in a motion to "come along" for the phrase *come on*.
 - Raise hands upward as they

everyday sounds, such as rainfall, traffic, or a train going by, could be like a song.

- Sounds that are steady and continuous can have a beat or rhythm, like a song.
- Invite volunteers to share their own examples of sounds that are repeated and have a kind of rhythm.

TEACHER TO TEACHER

| Teaching Tip

Standards National:

MU.Cr3.2.1a

To illustrate the idea of everyday sounds as music:

- Invite the class to create a song using sounds from the world.
- Divide the class into four groups.
- Ask each group to choose an everyday sound, such as an animal sound (a dog bark), a nature sound (thunder), or an everyday sound (a phone ring).
- Give groups some time to practice making their sound as a group.
- Tell groups to make their sound when you point to them.
 - Establish a steady beat in time by tapping your foot.

LINKS | Science

Standards National:

MU.Cn11.0.1a

Sound Waves:

- Show children how to construct and use a paper cup telephone.
- Ask them to provide a scientific explanation of how the telephone works.
- Help them out by having two children hold the two cups with the string stretched straight.
- Ask one child to pluck the string.
 - Observe the wave that forms in the string.
 - Explain that sound travels in waves.
 - Challenge children to hold the cups absolutely still and to speak so loudly they can see the string quiver.
 - Encourage children to draw diagrams to demonstrate that they understand the science.

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



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

Note: In the beginning band class, warm-up and tuning will usually occupy a larger majority of the rehearsal period, usually at the expense of the primary rehearsal selection.

FIRST FEW CLASSES

- Explain to students the class procedures
- Select instruments
- Obtain music books for each instrument
- Get cubbies set up and labeled for each student

(10 mins) Warm-Up and Tuning:

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

Once Players are Warmed Up:

- Tune the Band** (see score page 000)
 - Instruction and Evaluation** - relating to various aspects of

sing "Shine, shine, shine"

- Motion outward for the phrases "our music and our song and everyone"
- Take a small jump or step while singing "Step into the Spotlight"

9. LINK | Art Standards
National: MU.Cn11.0.3a
Materials Needed: Magazines, colored pencils, and white paper

Self-portraits Review the message of "In the Spotlight"—there is music everywhere and everyone can be a part of the music.

- Ask students to draw self-portraits of themselves doing something musical, either singing or playing an instrument.
- Cut out pictures from old magazines that show different settings or landscapes and superimpose their self-portraits over them.
- Create a bulletin board showing that music is everywhere and in everyone.

10. WRAP UP Standards
National: MU.Cn11.0.3a

- Remind students that music is in every one of them.
- Invite them to sing the song again, paying attention to the meaning of the lyrics. (Use recorded piece)

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

IN THE SPOTLIGHT: Lesson 1: Step into the Spotlight

Concept:

- Music and Culture

Objectives:

- Learn how one song can appeal to all people in America.

National Standards:

- MU.Cn11.0.4a
- MU.Pr4.2.4a
- MU.Pr6.1.4a

Lesson / Instruction

GOAL: Introduce the feature, In the Spotlight.

Lesson / Instruction

Not here in the afternoon this week

Recess 1:45pm - 2:00pm

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

Welcome Back to School

Objective/Procedures:
(10 min)

- Introductions
- Classroom rules/expectations
- Discuss:
 - Organizing Signals, Transition Signals, Activity Breaks
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 - Muscles/Bones Instruction it time

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- c. **Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

(5 mins) The Familiar Selection

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

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

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

(10 min) The Secondary Rehearsal Selection - *Woodshed (rehearse difficult passages until played flawlessly) a selection which has recently been sight-read*

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

DESCRIBE | Lyrics
Standards National:
MU.Cn11.0.4a

- Discuss and describe how a certain song can be important to many people.
- Tell students that they are going to learn a song that appeals to all Americans, in all parts of the country.

IN THE SPOTLIGHT |
SOU1L1: Lesson 1
Ask students to volunteer to read aloud the paragraph in the student text.

- Have students:
 - **Listen to** "Step into the Spotlight."
 - **Discuss what is meant by the lyrics:** You can hear music in the air! and there's music in you and me! (Music is all around us, even in nature and "every day" sounds. Everyone can feel connected through music.) (Use Song Anthology p. 230 to see the complete song.)

iSONG | Step into the Spotlight

- **Listen to** "Step into the Spotlight" and discuss the lyrics.

SING | Step Into the Spotlight Standards National: MU.Pr6.1.4a

Ask students to:

- **Sing** along with the recording.
- **Describe why** this song could appeal to people living all over America—not just in one region. (The lyrics do not focus on just one group of people or area of the country.)
- **Suggest ways** in which they could sing the song to show its appeal to all people. (sing clearly; smile; use correct phrasing)

MUSIC SKILLS | Rhythm
Standards National:
MU.Pr4.2.4a

Rhythm:

- **Explain to students** that learning to feel a steady beat on their own is important to their musical development.
- **Play "Step into the Spotlight"** as students clap the steady beat.

- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's' heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

1. **Warm-up (5 min)**
 - Simon Says
2. **Go Fitness (12 min)**
 - Limber Limbs
3. **Go Activity (15 min)**
 - Exercising your name (*see notes below*)

Have all students stand in a circle, including the teacher. The first student to the right of the teacher says his/her first name, then does an exercise or a stretch. The next student must say the first persons name, do that persons exercise, then say his/her own name and do his/her own exercise. The third person must say both of the first two persons names, do their exercises then his/her own etc. Then the last person is the teacher who must go around the circle, starting with the first person, and say each student's name plus do their exercise.

4. **Cool-down (5 min)**
 - Simon Says

Practice Time 2:45pm - 3:30pm



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

- **Then pause the music**, instructing students to continue clapping at the same tempo. Resume playing the music. Ask students to evaluate how well they kept time.

REACHING ALL LEARNERS | English Language Learners
Standards National:
MU.Cn11.0.4a

- **Ask students to read** the title of the song "Step into the Spotlight."
- **Show** that the last word is made up of spot and light.
- **Explain** that the title means to take an active part in singing and not just to listen to the music.
- **Explain** that the meaning of the lyrics of music in the air does not refer to music on the radio but rather to music all around us—the sounds that we hear every day.

MOVEMENT |
Choreography Standards
National: MU.Pr4.2.4a
"Step into the Spotlight"

- **Formation: Statues** in a circle or self-space
- **Introduction:** Statues melt from arms extended to arms by side (16 beats).
- **Verse:** Sway right, then left on the half-note pulse (16 beats). Step right, together, right, together (Beats 1–8); turn in place over right shoulder while right arm sweeps around high (8 beats). Hold 4 beats, then reverse to left.
- **Refrain:** Step forward on right foot on pickup to Refrain; step in place with left foot on Beat 1 (on the lyric step); clap on Beat 2; sway right, left, right with clap/snap on Beats 4, 6, and 8. Step back on the right foot to repeat (8 beats). Jazz hands stretch high, to shoulders, then down on shine, shine, shine; sway right, left, right, left. Repeat the movement used for the first 16 beats. On shine! (half note), jazz hands are shoulder level (8 beats); turn in place to the right while shaking hands (8 beats).



- **Repeat Verse/Refrain/Refrain.** End in statues.

WRAP UP Standards

National: MU.Pr4.2.4a

Divide into two groups with one group singing the first verse and the other the second verse of "Step into the Spotlight." Then everyone can sing the refrain together.

1. Divide the class into two groups.
2. Have one group sing the first verse and the other group sing the second verse.
3. Ask both groups to sing the refrain together.