



Monday 11/17/2025	Tuesday 11/18/2025	Wednesday 11/19/2025	Thursday 11/20/2025	Friday 11/21/2025
School Day 53	School Day 54	School Day 55	School Day 56	School Day 57
Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am
Choir - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am	Choir - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am	Choir - 7 & 8 8:17am - 9:05am
CHOIR - SINGING (MULTIPLE SONGS)	BAND - SLEIGH RIDE	CHOIR - SINGING (MULTIPLE SONGS)	BAND - SLEIGH RIDE	CHOIR - SINGING (MULTIPLE SONGS)
<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p>MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p>MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>MU:Cr3.1.7a Evaluate their own work,</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p>MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p>MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>MU:Cr3.1.7a Evaluate their own work,</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music</p>



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, technical challenges, and reasons for choices.

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

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

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

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

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

Objectives:

- Go over class

including style, form, and use of sound sources.

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

- 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)

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

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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 rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.8a Evaluate

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

Choir - 7 & 8 8:17am - 9:05am

Instrument Selection

Standards

MU:Cn10.0 Connect 10 - Synthesize and

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.

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Choir - 7 & 8 8:17am - 9:05am

Unit 11: Music Theory Handbook: Lesson 2: Notation and Rhythm

Standards

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 rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.8a Evaluate



te their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

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

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

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

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

MU:Re7.2.8a Compare how the elements of music and

relate knowledge and personal experiences to make music.

MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

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

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

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

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

Objectives:

- Students will select an

te 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).

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

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

Objectives:

- Notes Values
- Rhythm
- Practice individual instruments with class in unison to the same practice pieces
- Practice with instrument group independently

Lesson / Instruction

INTRODUCTION

Music notation is a system of symbols designed to represent the elements of time and sound. Musicians read, write, and "hear" the symbols of music.

ACTIVITY | Note Values

Slide 1

NOTES

A note is a kind of musical symbol. Each note represents the **duration** of a musical sound or pitch—the length of time value in beats. The note names indicate the relationship of each note to the longest commonly used note value, the **whole note**. The length of a **half note** is half as long as the whole note; the **quarter note** is one-quarter as long as the whole note; the **eighth note** is one-eighth as long as the whole note; the **sixteenth note** is one-sixteenth as long as the whole note.

The value of the notes is indicated by the meter signature, designating the type of note that receives the basic beat. In the example, the quarter note represents the basic beat.

RESTS **Slide 2**

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MU:Re7.2.8a Compare 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 are spending time concentrating on their vocal range part in the instrumental piece selected for the winter concert.

Lesson / Instruction

Warm Up (whole class):

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

instrument for song writing.

- They will have the week to improvise on the instrument before beginning song writing after the winter break (January 2025).

Lesson / Instruction

Students will:

- Select one instrument which they will play (after writing lyrics and music for the instrument).
- Start by selecting an instrument or instruments to improvise with this week
 - They will make a final selection by the end of the week
- Students will begin song writing after winter break

Prep 9:08am - 10:07am

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

Dance Activities

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.2 Identify correct rhythm and pattern for a difference dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures.

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

8.PE.16 Provide encouragement 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:

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Lesson / Instruction

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Silence, or the absence of sound, is indicated by a symbol called a **rest**. There is a rest that corresponds with each note. The names and durations for the rests are the same as the notes. The rests are shown with their corresponding notes.

DOTTED NOTES AND RESTS **Picture on Teacher View**

A dotted note and rest have an augmentation dot added to lengthen their durations. The dot is added to the right of the note or rest and it adds half of the original note or rest value.

For example, a half note receives two beats; a "dotted" half note receives three beats. The following two equations show how the dotted half note relates to combinations of half and quarter notes.

A dotted half note can be expressed this way:
= +

Or this way:
= + +

RHYTHM

Rhythm is a pattern of sounds and silence. Sounds are defined by a variety of characteristics such as loudness, pitch, and timbre. They are also defined by the intensity of the sound and the length or duration of the sound. Rhythm in a song or vocal piece is determined by the text. In an instrumental piece, rhythm is determined by the specific notation durations chosen by the composer.

Prep 9:08am - 10:07am

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

Dance Activities

Standards

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

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Lesson / Instruction

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 - Motorboat sound (lips vibrate as air is blown from mouth & nose) thru diatonic scale (white keys) from



C3 to C5.

- Two-Octave Pitch Glide Warm-Up
 - Make "eeee" or "ohhhh" sound gradually gliding through chromatic scale (all keys) from C3 to C5.
 - This transitions from your chest voice to your head voice to warm up all areas.*
- Vocal Sirens Exercise
 - Make an "oooo" sound like a siren gradually from from C3 to C5.
 - The sound is continuous and covers tones between the notes.*
- Vocal Slides Technique (portamento, Italian for "the act of carrying")
 - Slide from one note to the next in the diatonic scale (white keys) from C3 to C5.
 - USE: Do, Re, Me, solfege, and hand signs.*

Sing our Song Line Up for the Airport Concert

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

Individual Practice for Each Vocal Part for:

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

Conclude by bringing all vocal ranges together to sing:

- The last 2 songs

Prep 9:08am - 10:07am

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

Dance Activities

Standards

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

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.

Objectives:

- Learn new dance steps and move to music in accordance with these new steps.
- Learn of move in time with the rhythm of the music.

Lesson / Instruction

Heel and Toe Polka LINK: <http://www.youtube.com/watch?v=933WlpH4jws>

- Music Track: http://youtu.be/933WlpH4jws?si=_1AlvOwZf5QlbT2P&t=66

Tennessee Wig Walk

C3 to C5.

- Two-Octave Pitch Glide Warm-Up
 - Make "eeee" or "ohhhh" sound gradually gliding through chromatic scale (all keys) from C3 to C5.
 - This transitions from your chest voice to your head voice to warm up all areas.*
- Vocal Sirens Exercise
 - Make an "oooo" sound like a siren gradually from from C3 to C5.
 - The sound is continuous and covers tones between the notes.*
- Vocal Slides Technique (portamento, Italian for "the act of carrying")
 - Slide from one note to the next in the diatonic scale (white keys) from C3 to C5.
 - USE: Do, Re, Me, solfege, and hand signs.*

Sing our Song Line Up for the Airport Concert

- "Santa Baby" performed by Eartha Kitt
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Conclude by bringing all vocal ranges together to sing:

- The last 2 songs

Prep 9:08am - 10:07am

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

Dance Activities

Standards

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

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

8.PE.2 Identify correct rhythm and pattern for a difference dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures.

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

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

C3 to C5.

- Two-Octave Pitch Glide Warm-Up
 - Make "eeee" or "ohhhh" sound gradually gliding through chromatic scale (all keys) from C3 to C5.
 - This transitions from your chest voice to your head voice to warm up all areas.*
- Vocal Sirens Exercise
 - Make an "oooo" sound like a siren gradually from from C3 to C5.
 - The sound is continuous and covers tones between the notes.*
- Vocal Slides Technique (portamento, Italian for "the act of carrying")
 - Slide from one note to the next in the diatonic scale (white keys) from C3 to C5.
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Conclude by bringing all vocal ranges together to sing:

- The last 2 songs

Prep 9:08am - 10:07am

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

Dance Activities

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.2 Identify correct rhythm and pattern for a difference dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures.

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

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

- Music Track: http://youtu.be/933WlpH4jws?si=NCaSprQillF_Yzgf&t=302

All-American Promenade

- Music Track: <http://www.youtube.com/watch?v=mOYZaiDZ7BMhttp://youtu.be/933WlpH4jws?si=qvRnQVBdJbtrWepK&t=539>

Oh Johnny Oh

- Music Track: <http://drive.google.com/open?id=1y2K...>

Lunch 11:12am - 12:12pm

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

Jump Rope Activities

Standards

2.1c Exhibit a variety of small motor skills.

2.1e Engage in self-help skills.

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

2.2a Exhibit physical reflexes in response to stimulation.

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

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

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

2.2g Demonstrate increased ability to use skills requiring

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

8.PE.2 Identify correct rhythm and pattern for a difference dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures.

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

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

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.

Objectives:

- Learn new dance steps and move to music in accordance with these new steps.
- Learn of move in time with the rhythm of the music.

Lesson / Instruction

Heel and Toe Polka LINK:

<http://www.youtube.com/watch?v=933WlpH4jws>

- Music Track: http://youtu.be/933WlpH4jws?si=_1AIVOWZf5QlbT2P&t=66

Tennessee Wig Walk

- Music Track: http://youtu.be/933WlpH4jws?si=NCaSprQillF_Yzgf&t=302

All-American Promenade

- Music Track: <http://www.youtube.com/watch?v=mOYZaiDZ7BMhttp://youtu.be/933WlpH4jws?si=qvRnQVBdJbtrWepK&t=539>

Oh Johnny Oh

- Music Track: <http://drive.google.com/open?id=1y2K...>

Lunch 11:12am - 12:12pm

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

Jump Rope Activities

Standards

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

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

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

8.PE.2 Identify correct rhythm and pattern for a difference dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures.

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

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.

Objectives:

- Learn new dance steps and move to music in accordance with these new steps.
- Learn of move in time with the rhythm of the music.

Lesson / Instruction

Heel and Toe Polka LINK: <http://www.youtube.com/watch?v=933WlpH4jws>

- Music Track: http://youtu.be/933WlpH4jws?si=_1AvOwZf5QlbT2P&t=66

Tennessee Wig Walk

- Music Track: http://youtu.be/933WlpH4jws?si=NCaSprQillF_Yzgf&t=302

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Oh Johnny Oh

- Music Track: <http://drive.google.com/open?id=1y2K...>

Lunch 11:12am - 12:12pm

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

SING: I'LL BE HOME FOR CHRISTMAS

Standards

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

balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3g Practice sensory integration.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

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

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

2.6c Initiate active

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.

Objectives:

- Learn new dance steps and move to music in accordance with these new steps.
- Learn of move in time with the rhythm of the music.

Lesson / Instruction

Heel and Toe Polka LINK: <http://www.youtube.com/watch?v=933WlpH4jws>

- Music Track: http://youtu.be/933WlpH4jws?si=_1AvOwZf5QlbT2P&t=66

Tennessee Wig Walk

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Oh Johnny Oh

- Music Track: <http://drive.google.com/open?id=1y2K...>

Lunch 11:12am - 12:12pm

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

SING: I'LL BE HOME FOR CHRISTMAS

Standards

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

MU:Cr1.1.Kb With

using mature patterns.

1.PE.3 Move in self-space.

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

1.PE.6 Discuss the benefits of being active and exercising or playing.

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

1.PE.8 Understand muscles that grow strong with physical activity.

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

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

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.15 Discuss ways to accept other's ideas, cultural diversity, and body types.

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

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.

Objectives:

- Learn new dance steps and move to music in accordance with these new steps.
- Learn of move in time with the rhythm of the music.

Lesson / Instruction

Heel and Toe Polka LINK: <http://www.youtube.com/watch?v=933WlpH4jws>

- Music Track: http://youtu.be/933WlpH4jws?si=_1AvOwZf5QlbT2P&t=66

Tennessee Wig Walk

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Oh Johnny Oh

- Music Track: <http://drive.google.com/open?id=1y2K...>

Lunch 11:12am - 12:12pm

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

HANDBELLS: WE WISH YOU A MERRY CHRISTMAS

Standards

MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating,



daily life.

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

MU:Cr3.1.PreKa With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

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

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

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

Objectives:

- Children will respond to high, middle, and lower vocal sounds.

Lesson / Instruction
Unit 2: Making Friends | Lesson 4: High-Low, Here We Go (continued from last week)

INTRODUCTION

CONCEPT OVERVIEW | S1U2L4: High-Low, Here We Go: Interactive

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

LET'S BEGIN | High-Low, Here We Go
ACTIVITY | S1U2L4: High-Low, Here We Go: Interactive

play, exploration, and engagement with the environment.

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

2.6f Participate in physically active games with peers.

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

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

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

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

2.7d Recognize rules and follow basic safety instructions.

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

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

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

guidance, generate musical ideas (such as movements or motives).

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

Objectives:

- School is a wonderful place to meet new friends.

Lesson / Instruction
Section 1: Unit 3: Opener: Friends and Fun

UNIT THEME | Friends and Fun

UNIT 3 | S1U3L0: Friends and Fun: Interactive

- **Display** the slide Friends and Fun. Invite children to describe the picture.
- **Tell children** the name of the unit. Explain that school is a wonderful place for learning, for making new friends, and having fun.

LISTEN | Look Who's Here!

iSONG | Look Who's

Here!: Interactive

- **Have children listen** to "Look Who's Here!," mirroring you as you pat with the beat. Have each child practice saying his or her name with the rest of the class echoing after one beat of silence.

SING | Look Who's Here!

Look Who's Here (Stereo

Mix): Audio

- **Invite children to form a circle and sing** along as they are able. You stand in the middle, pointing to each child in turn to say his or her name. (Repeating the song to give all children a turn will allow them to learn the song.)

LISTEN | Poem

POETRY | S1U3L0:

School Is Over: Interactive

- **Invite children to listen** as you read the poem "School Is Over," by Kate Greenaway.
- **Have children discuss** things they like to do with their

1.PE.17 Identify physical activity as a component of good health.

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

1.PE.19 Describe positive results gained from participating in physical activities with others.

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills
- Relationships (with people, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

1st Grade:

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

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

1. Partner High-5 Together (Card 12)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: 1 cone per pair of students

1. Short Story Stretching (Card 171)

Go Activity: Jump Rope

Activities (25 min)

Materials: 1 jump rope per student, Jump Rope Task Cards

1. Follow Me (Card 278)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

performing, and responding to 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:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Objectives:

- Match a vocal contour to a visual representation.

Lesson / Instruction
Section 1: Unit 1: Lesson 4: Melodic Shapes

INTRODUCTION

CONCEPT OVERVIEW |

S1U1L4: Melodic Shapes: Interactive

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

DESCRIBE | Upward and

Downward in Willum

iLISTENING MAP | Willum:

Interactive

- Have children review "Willum," following the arrows on the slide.
- Ask them what the arrows with dots show. (how the melody moves upward and downward)

LISTEN / DESCRIBE |

Sleep, Bonnie Bairnie

ACTIVITY | S1U1L4:

Sleep, Bonnie Bairnie:

Interactive

- Play "Sleep, Bonnie Bairnie" and invite



Have children:

- **Discuss** where they hear music in their everyday lives, such as radio, television, and recordings.
- **Name** other interesting sounds that sometimes seem like music, such as birds singing, bells ringing.
- **Listen** to the sound of each object, and use a hand to show by "painting" in the air if it is high or low. (Observe children's reactions.)
- **Talk about** which sounds seem to be "up" or "high" (kettle, garbage truck beeps) and which sounds seem to be "down" or "low." (vacuum cleaner, ship)

LISTEN | High, Middle, and Low

POETRY | S1U2L4:

Where's the Ball?:

Interactive

- **Use a beach ball** to designate
 - High sounds (ball overhead)
 - Middle sounds (ball at belly button)
 - Low sounds (ball at toes)
- **Demonstrate each level and say the rhyme:**
 1. *Where's the ball? Can you tell me?*
 2. *Here's the ball, it's over me (in a high voice)*
 3. *Here's the ball, it's around me (middle-level voice)*
 4. *Here's the ball, it's under me (low voice)*
- **Repeat, then invite children** to respond with a high, middle, or low voice. Give each child a chance to use the ball to lead the class in this activity.

TEACHER TO TEACHER

Teacher Tips

Gestures help express musical meaning, aid in learning, and are important to cognitive development—and, they influence pitch accuracy.

LINKS | Movement

GLOSSARY OF INSTRUMENTS |

Trumpet: Interactive

Creative Movement: Responding to Music

Materials: scarves or paper streamers

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

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills
- Relationships (with people, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

Kindergarten:

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

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

1. Partner High-5 Together (Card 12)

Go Fitness: Limber

Limbs: Stretching

Activities (10 min)

Materials: 1 cone per pair of students

1. Short Story Stretching (Card 171)

Go Activity: Jump Rope

Activities (25 min)

Materials: 1 jump rope per student, Jump Rope Task Cards

1. Follow Me (Card 278)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

TENNIS - LESSON #3

Standards

4.PE.1 Use a combination of motor

friends after school.

RESOURCE MASTERS |

Grade K: Document

- **Listen to the poem again as they follow the pictures in Resource Master 3•2** and discuss the things that are mentioned. (playing, running, laughing)
- **Create movement** to dramatize each line of the poem. **See Piano Accompaniments, pp. 125–126.**

PORTFOLIO | Creative

Unit Project

ACTIVITY | S1U3L0: Unit

3: Creative Project A:

Interactive

- **Display the slide** Unit 3 | Creative Project A and tell children they will be putting together a song and a nursery rhyme with movements and instruments to create and perform a musical piece.
- **The performance will be assessed** on how well they performed the rhythm of the song and poem, how well they played the instruments to the beat, and how well they stayed together as an ensemble.

WRAP UP

- **Have children discuss** how both the song and the poem were about having good times with school friends. Invite them to clap the rhythm of the poem as they whisper the words.

SCHOOL TO HOME |

Letter

- Resource Master 3•1, pp. 27–28

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

RECORDERS: O CHRISTMAS TREE

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.

ORFF ORCHESTRA: CAROL OF THE BELLS

Standards

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

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

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

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

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

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

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

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

MU:Pr5.1 Rehearse, Evaluate and Refine -

children to listen for when the melody goes upward, downward, and when it stays the same.

ACTIVITY | S1U1L4:

Sleep, Bonnie Bairnie

Melodic Shape:

Interactive

- **Sing each phrase** for the children (or play the audio from the slide) and ask them to echo with hand direction movements.
- **Then play the audio** and have a volunteer arrange the arrows to show the song's melodic shape. (upward/downward, same, upward/downward, same)

SING | Sleep, Bonnie Bairnie

iSONG | Sleep, Bonnie

Bairnie: Interactive

- **Have children sing** the song and pat with the beat.
- **Ask them** if the speed of the beat is fast or slow. (slow)
- **Explain** that this speed of the beat is called largo and this slow, soothing song is used to help a baby sleep.
- **Invite children to sing** this largo song, moving as if they are rocking a baby with each slow beat.

LINKS | Health

The Importance of Sleep.

Everyone sleeps, even fish in the sea! Sleeping is as important as breathing and eating. In fact, people can survive longer without food than they can without sleep. Scientists aren't exactly sure why we need sleep, but they think it helps our brains work better. The amount of sleep you need varies with age.

- Babies need around 16–17 hours a day.
- Most first-graders need 8–10 hours a night.

HISTORY AND CULTURE

Sleep, Bonnie Bairnie

"Sleep, Bonnie Bairnie"

The words to this song are in Gaelic, a language spoken mainly in Ireland and Scotland. During the reign of Elizabeth I, Gaelic gave way to English as the everyday language and many of the songs were translated into English and passed down through the



- This activity can help children develop coordination as they express feelings through movement and dance.
 - Display the slide about the trumpet.

Have children:

- Listen to the sound.
- Listen again, moving a scarf or streamer to show what they hear in the music.

MUSIC AND MOVEMENT

| Exploring Creative

Movement

- Invite children to watch the video about creative movement for ideas how to move.

LISTENING | Trumpet

Sonata in D major, Z.

850, III. Allegro

Display the listening

slide.

Invite children to:

- Listen for the trumpet.
- Listen again, moving a scarf or streamer to show what they hear in the music.

Develop

LISTEN / MOVE | High,

Middle, Low

iSONG | Bickle, Bockle:

Interactive

Invite children to:

- Put their hands together and move them like a fish as they listen to "Bickle, Bockle."
- Echo you as you sing the last melodic phrase just choose me while touching head, belly button, and toes to show the melody: high, middle, low.

SING | Bickle, Bockle

Bickle Bockle (Stereo Mix):

Audio

Invite children to:

- Put their hands together and move them like a fish again as they listen to "Bickle, Bockle."
- Echo you as you sing the last melodic phrase just choose me while touching head, belly button, and toes to show the melody while singing.
- Sing the song as they "swim" around the room until the words just choose me. At this point, they stop and move to show the melody of the phrase.

LINKS | Reading

skills to engage in a variety of activities.

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

4.PE.16 Work safely with peers and

MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.

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

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

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

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

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

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

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

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

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

MU:Re7.1 Select -

generations that way. At the end of the nineteenth and beginning of the twentieth centuries, however, a Gaelic revival resulted in the publication of many traditional and new Gaelic songs and tales.

HISTORY AND CULTURE

| Lullabies

The word "lullaby" was formed from the word lull (to soothe or calm) and the word by (as in "goodbye"). The word perfectly defines a lullaby: a song intended to quiet children and help them relax and sleep. All lullabies use simple language and syllabic meter with a melody. Lullabies are classified as "folk literature" because they come from the oral tradition, like legends, myths, and ballads. Sing a lullaby to students and ask them how it makes them feel.

LISTEN | La ranita cri

iSONG | La ranita cri (The Little Frog Croaks):

Interactive

You may wish to preview the interactive song "La ranita cri."

ACTIVITY | S1U1L4: Upward and Downward with Frogs: Interactive

Have children:

- Listen to the Latin American song "La ranita cri" ("The Little Frog Croaks"), and discover that the melody moves upward and downward.
- Describe the sequence of patterns (upward, upward, upward, downward), tracing the melodic shape in the air.
- Find the frog picture that represents upward (top frog) and the frog that represents downward (bottom frog) on the slide and take turns pointing to them as they listen again.
- Listen again and trace the dot contour with a finger for each frog as they hear the melody.

SING | La ranita cri

ACTIVITY | S1U1L4: Draw



ACTIVITY | S1U2L7: A
Bickle of Fun: **Interactive**
Reading: A "Bickle" of Fun with Initial Consonants
Initial consonants can be reinforced through a children's song with nonsense words. Display the slide.

Have children:

- **Sing** "Bickle, Bockle."
- **Name** the initial four words in the song. (bickle, bockle, blue bottle)
- **Echo** you as you say the words, stressing the initial consonant "B."
- **Point** to the letter B and explain to children that this is the letter for the sound /b/.
- **Invite children** to play a game, saying the four words with a new initial consonant.
- **Model** using the letter "M"—mickle, mockle, moo mottle.
- **Continue** the game with other letters, pointing to them on the slide as children say the new nonsense words.

SING | Autumn Leaves

ACTIVITY | S1U2L4:

Autumn: Interactive

Autumn Leaves (Stereo

Mix): Audio

Have children:

- **Describe the picture** on the slide. (tree leaves in autumn)
- **Listen to the song** "Autumn Leaves" and watch you move your hand following the shape of the melody.
 - **measure 1–2 low-middle, measure 3–4, low-middle, measure 5–6, high-middle, measure. 7–8, middle-low**
- **Echo you and follow your movements** as you sing the song and move a hand up and down to show the melody.

MOVE | Leaves in the

Wind

iSONG | Autumn Leaves:

Interactive

- **Invite children to move** through space as leaves in the wind, while listening to the song "Autumn Leaves."
- **Guide children to follow** the direction of the melody using one scarf.

equipment in physical activity settings.

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

Objectives:

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

Lesson / Instruction

GO ACTIVITY: Tennis:

CATCH Challenge Level I

NAME OF ACTIVITY:

Walk & Roll (CARD 565)

EQUIPMENT: plastic paddle or tennis racket and a tennis ball for each student, cones to designate activity area

SKILL THEME(S): striking

SPORT SKILLS &

STRATEGY: racket control

and grip, forehand/

backhand striking

ORGANIZATION:

1. Students are

scattered in a designated

activity area.

DESCRIPTION:

- Students begin with the tennis ball "sandwiched" between the outside of a foot and the tennis racket.
- On signal (whistle, drum, music), students push their ball throughout the activity area.
- The ball should roll on the ground and stay within a racket length at all times.
- Upon hearing the stop signal, students have 3 seconds to "sandwich" their ball in the starting position.

TEACHING

SUGGESTIONS:

1. Remind students to "keep a firm wrist" when tapping the ball.

(social, cultural, and historical) and how creators and performers manipulate the elements of music.
MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Objectives:

- Analyze a musical to determine historical, cultural, and musical elements
- Complete assessment that understand these concepts

Lesson / Instruction

Students will:

- Practice recorder song
- Watch "The Sound of Music" to look for cultural, historical, and

Choose music appropriate for a specific purpose or context.
MU:Re8.1 Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.
MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Objectives:

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

Lesson / Instruction

Students will:

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

LINK:

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

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

UKULELES: JINGLE BELLS

Standards

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

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

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

Melodic Contour

Squiggles: Interactive

- **Have children sing each phrase and show the melodic shape** with their hands.
- **Use the blanks on the slide** to draw squiggles that show a contour of your choice.
- **Invite children to trace** the squiggle shapes on the slide with their fingers, imagining the sound they might represent.
- **Then allow time** for them to experiment with their own vocal squiggles.

HISTORY AND CULTURE

| Latin America

- American countries south of the United States where people speak Spanish, Portuguese, and French, are Latin American countries.
- The term "Latin America" was first proposed by the French during their occupation of Mexico (1862–1867).
- The French hoped that by referring to all Latin people in the Americas as one group, it would support their efforts to expand.
- Mexican citizens expelled the French, but kept the term Latino—a person of Spanish American or Portuguese American culture.

MUSIC SKILLS | Create,

Improvise

Create

- **Provide** each child with a blank sheet of colored paper and some crayons.
- **Invite children to create** their own pictorial representations of melodic shape as you play a familiar song for them.
- **Encourage volunteers** to share their pictures with the class.
- **Improvise** Ask a volunteer to improvise a melody that follows his or her illustration.

PROGRESS

CHECKPOINT

ACTIVITY | S1U1L4: Draw

Melodic Contour

Squiggles: Interactive

Informal Assessment

- **Invite children to listen** as you model each of the vocal



LISTEN | One, Two,

Three, Four, Five

LISTENING MAP | One, Two, Three, Four, Five: Interactive

Have children:

- **Watch the listening map** "One, Two, Three, Four, Five" while they pat with the beat.
- **Describe** the pictures.
- **Listen again** to find out how the tones move.
- **Guide children to notice** that the numbers and the fish move from middle to high to middle to low.)
- **Listen as you play or sing** two different pitches and tell if the second one is higher or lower than the first. (Move your hand to show the position of the tones.)
- **Play the animation** for "One, Two, Three, Four, Five" again and ask children to sing along as they are able, moving a hand up and down with the song.

LINKS | Reading

ACTIVITY | S1U2L7:

Fishing for Numbers:

Interactive

Reading: Fishing for Number

Ordering Learning numbers is an important reading and mathematical skill.

Have children:

- **Describe the pictures** on the slide. (numbers and fish)
- **Sing the beginning** of the song as you point to the target box with five fish (bottom middle).
- **Click and drag** the numeral 5 to cover that target box.
- **Find the numeral that matches** the number of fish in each target box.

ACTIVITY | S1U2L7: More

Numbers: Interactive

- **For an additional challenge**, use the slide with numbers 7-10.

LINKS | Reading

RESOURCE MASTERS |

Grade PreK: Document

Reading: Sequence of Events

- **Mount the Resource Masters, p. 4**, on heavier paper and then cut on the heavy lines

NOW TRY THIS:

1. Require only forehand or backhand taps.
2. Challenge students to walk backward and tap.
3. Challenge students to walk sideways but keep the ball in front of their body.
4. Scatter cones throughout the activity area. Challenge students to tap their ball without touching the cones, or to use the cones as targets and touch as many cones as possible.

Recess 1:45pm - 2:00pm

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

TENNIS - LESSON #3

Standards

- 3.PE.1** Perform a combination of motor skills in various contexts.
- 3.PE.4** Recognize the concept of open space in movement context.
- 3.PE.7** Engage in the activities of health enhancement class without teacher prompting
- 3.PE.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.11** Work independently for extended periods of time.
- 3.PE.12** Accept and implement specific corrective teacher feedback.

musical elements for topics of discussion

- Complete assessment on the movie to understand these areas of influence in the field of music
 - LINK: <http://wayground.com/admin/my-library/collections/691105626fff7abfa853061a>

The movie is 2 hrs, 54 minutes, so we will watch it over several class periods, allowing time for discussion on the above topics.

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

TENNIS - LESSON #3

Standards

- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.7** Actively participate in all activities of health enhancement class.
- 5.PE.8** Differentiate between skill-related and health-related fitness.
- 5.PE.9** Identify the need for warm-up and cool-down activities related to various physical activities.
- 5.PE.10** Participate in physical activity with responsible interpersonal behavior.
- 5.PE.11** Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
- 5.PE.12** Give corrective feedback

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

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

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

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

MU:Pr4.2 Analyze -

squiggles you drew on the slide with blank rectangles.

- (You may wish to draw new squiggles and sing them, or use children's own squiggles that they created).
- They should point to the one that they hear. (Mix up the order.)

ACTIVITY | S1U1L4:

Sleep, Bonnie Bairnie

Melodic Shape:

Interactive

Optional Reteaching

- **Ask children to trace** the shape as you make the sound, then practice with several other squiggles that the students draw on paper or on the board.
- **Listen as several children** make sounds following the squiggles, and point to the correct squiggle, then imagine and trace other squiggle shapes, making a matching melodic contour sound.

WRAP UP

POETRY | S1U1L1: Ears,

Far and Near: Interactive

- **Ask children** to tell ways they have used their eyes and ears to understand melodic shapes and tunes.
- **Read** "Ears, Far and Near" to the class and allow them to add the squiggle sounds created during the lesson.

ACTIVITY | S1U1L4:

Sleep, Bonnie Bairnie:

Interactive

- **Have children sing** the largo tempo song "Sleep, Bonnie Bairnie" again as if they are helping a baby to sleep, rocking with each slow beat.
- **Assess** their understanding of the meaning of largo as a relatively slow tempo.

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

Jump Rope Activities

Standards

- K.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills.
- K.PE.9** Follow



to form a jigsaw puzzle.

- **Children can order** the first four phrases of the song "One, Two, Three, Four, Five" as they put the jigsaw puzzle together.

PROGRESS CHECKPOINT
Informal Assessment
Have children sing the song "Autumn Leaves" again, moving their hands like leaves in the wind. Observe how children match movement with voices to show high, middle, or low.

Optional Reteaching
Ask children to mirror you as you sing the song and move your hands with the melody.

WRAP UP
SONG | One, Two, Three, Four, Five: Interactive

- **Ask children to recall** that they listened for high, middle, and low tones. Invite children to sing "One, Two, Three, Four, Five" again.

Materials / Resources / Technology

Optional: beach ball, scarves or paper streamers
Resource Master • 4 ("One, Two, Three, Four, Five")

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

BOOMWACKERS: JINGLE BELL ROCK

Standards

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

MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns

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

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

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

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

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

Objectives:

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

Lesson / Instruction

GO ACTIVITY: Tennis: CATCH Challenge Level I
NAME OF ACTIVITY: Walk & Roll (CARD 565)
EQUIPMENT: plastic paddle or tennis racket and a tennis ball for each student, cones to designate activity area
SKILL THEME(S): striking
SPORT SKILLS & STRATEGY: racket control and grip, forehand/backhand striking
ORGANIZATION:
1. Students are scattered in a designated activity area.
DESCRIPTION:

- Students begin with the tennis ball "sandwiched" between the outside of a foot

respectfully to peers.

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

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

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

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

Objectives:

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

Lesson / Instruction

GO ACTIVITY: Tennis: CATCH Challenge Level I
NAME OF ACTIVITY: Walk & Roll (CARD 565)
EQUIPMENT: plastic paddle or tennis racket and a tennis ball for each student, cones to designate activity area
SKILL THEME(S): striking
SPORT SKILLS & STRATEGY: racket control and grip, forehand/backhand striking
ORGANIZATION:
1. Students are scattered in a designated activity area.
DESCRIPTION:

- Students begin with the tennis ball "sandwiched" between the outside of a foot

Analyze the structure and context of varied musical works and their implications for performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills
- Relationships (with people, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

1st Grade:

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



using iconic or standard notation.

Objectives:

- Read quarter and eighth notes.

Lesson / Instruction
Section 2: Unit 1:
Lesson 1: Quarter Notes and Eighth Notes

READ | Bate, Bate
CONCEPT OVERVIEW | S2U1L1: Quarter Notes and Eighth Notes:
Interactive

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

LOCATOR MAP | Mexico: Interactive

- **Ask students to find Mexico** on the map.

iSONG | Bate, bate (Beat, Beat): Interactive
Ask students to identify pairs of eighth notes and quarter notes in the song. Have them:

- Say quick-ly for ♪ and stir for ?
- Form two groups and chant the rhythm, one group saying quick-ly and the other saying stir.
- Listen to "Bate, Bate" and clap the rhythm, then play it on tambourines and maracas.
- Tell which lines of the speech piece have the same and different rhythm patterns (lines with chocolate and tomato are the same as each other; lines about counting are different from the first lines but the same as each other)

PRONUNCIATION | Bate, bate (Beat, Beat): Interactive

- Have students listen to the pronunciation for "Bate, Bate" and say the Spanish words along with the recording.

MOVEMENT | Game for Bate, Bate
"Bate, Bate" (Virginia Ebinger) Partners stand face-to-face; hands rest lightly on each other's shoulders. Listening, they say the words and sway gently back and forth with

and the tennis racket.

- On signal (whistle, drum, music), students push their ball throughout the activity area.
- The ball should roll on the ground and stay within a racket length at all times.
- Upon hearing the stop signal, students have 3 seconds to "sandwich" their ball in the starting position.

TEACHING SUGGESTIONS:

1. Remind students to "keep a firm wrist" when tapping the ball.

NOW TRY THIS:

1. Require only forehand or backhand taps.
2. Challenge students to walk backward and tap.
3. Challenge students to walk sideways but keep the ball in front of their body.
4. Scatter cones throughout the activity area. Challenge students to tap their ball without touching the cones, or to use the cones as targets and touch as many cones as possible.

Practice Time 2:45pm - 3:30pm

and the tennis racket.

- On signal (whistle, drum, music), students push their ball throughout the activity area.
- The ball should roll on the ground and stay within a racket length at all times.
- Upon hearing the stop signal, students have 3 seconds to "sandwich" their ball in the starting position.

TEACHING SUGGESTIONS:

1. Remind students to "keep a firm wrist" when tapping the ball.

NOW TRY THIS:

1. Require only forehand or backhand taps.
2. Challenge students to walk backward and tap.
3. Challenge students to walk sideways but keep the ball in front of their body.
4. Scatter cones throughout the activity area. Challenge students to tap their ball without touching the cones, or to use the cones as targets and touch as many cones as possible.

Recess 2:30pm - 2:45pm

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

BAND: SLEIGH RIDE

Standards

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

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

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

MU:Cr2.1 Plan and

creators'/performers' expressive intent.

Objectives:

- Practice ukulele playing
- Practice music theory concepts

Lesson / Instruction

Students will:

- Continue to work on the ukulele song for the Winter Concert

If Time:

- Practice other songs from our ukulele book
- Practice music theory flashcards to get ready for music reading and writing

Exit ticket: Treble Clef note review

jump rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

1. Partner High-5 Together (Card 12)

Go Fitness: Limber
Limbs: Stretching
Activities (10 min)

Materials: 1 cone per pair of students

1. Short Story Stretching (Card 171)

Go Activity: Jump Rope
Activities (25 min)

Materials: 1 jump rope per student, Jump Rope Task Cards

1. Follow Me (Card 278)

Cool-down: (5 min)

1. Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

Jump Rope Activities

Standards

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

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

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

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

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

2.PE.11 Accept responsibility for class protocols with



the beat. Right, left, and both: clap partner's hand(s). Own: clap one's own hands. High five: clap partner's palms up high.

Lines 1–2: Right-own-left-own-right-own-both-own
Lines 3–6: High five-pat-pat-pat (4 times)
Lines 7–8: Join hands and swing around very fast.

NOTATE | Bate. Bate
RESOURCE MASTERS |
Grade 2: Document

- Have students practice writing quarter and eighth notes using **Resource Master R•1, p. 97.**

ADDITIONAL RESOURCES

You may wish to use **Resources Masters R•25-R•30, pp. 121-126** for Beat Bars, Pitch Ladder, Curwen Hand Signs, Pitch Stairs, Pitch Xylophone, and Scale Brackets. This can be used throughout Spotlight on Music Reading or anywhere in the program.

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

RECORDERS: O CHRISTMAS TREE

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:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.5a Dem

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

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

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

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

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

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

MU:Pr4.2 Analyze - Analyze the structure

behavior and performance actions.

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

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

2.PE.14 Work independently with others in partner environments.

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

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

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills
- Relationships (with people, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

1st Grade:

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

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

1. Partner High-5 Together (Card 12)

Go Fitness: Limber

Limbs: Stretching



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

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

MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.

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

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

MU:Re9.1 Evaluate - Support evaluations of musical works and

and context of varied musical works and their implications for performance.

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

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

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

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

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

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

Activities (10 min)

Materials: 1 cone per pair of students
1. Short Story Stretching (Card 171)

Go Activity: Jump Rope

Activities (25 min)

Materials: 1 jump rope per student, Jump Rope Task Cards

1. Follow Me (Card 278)

Cool-down: (5 min)

1. Simon Says (Card 5)

Practice Time 2:45pm - 3:30pm



performances based on analysis, interpretation, and established criteria.

MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Objectives:

- Analyze a musical to determine historical, cultural, and musical elements
- Complete assessment that understand these concepts

Lesson / Instruction

Students will:

- Practice recorder song
- Watch "The Sound of Music" to look for cultural, historical, and musical elements for topics of discussion
- Complete assessment on the movie to understand these areas of influence in the field of music
 - LINK:
<http://wayground.com/admin/my-library/collections/691105626ff7abfa853061a>

The movie is 2 hrs, 54

rehearse, refine, and determine when a piece is ready to perform.

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

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

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

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

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

Objectives:

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

Lesson / Instruction

10 mins) Warm-Up and

Tuning:

1. **Embouchure Warmers** - long tones and lip slurs, generally directed downward



minutes , so we will watch it over several class periods, allowing time for discussion on the above topics.

Recess 2:30pm - 2:45pm

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

BAND: SLEIGH RIDE

Standards

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

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

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

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

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

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

MU:Cr2.1.6a Select, organize, construct,

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

Once Players are Warmed Up:

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

(5 mins) The Familiar Selection

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

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



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.

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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.

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

(10 min) The Secondary Rehearsal Selection -

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

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

(5 min) Sight Reading -

Once reviewed, this selection will move to the secondary rehearsal stage

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

(5 min) The Fun

Selection (Closer)

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



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

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