



Monday 12/01/2025	Tuesday 12/02/2025	Wednesday 12/03/2025	Thursday 12/04/2025	Friday 12/05/2025
School Day 60	School Day 61	School Day 62	School Day 63	School Day 64
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 Evalua

and play it with as few stops as possible
b. Do not spend time "rehearsing" this selection

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

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

(10 min) The Secondary Rehearsal Selection -

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

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

(5 min) Sight Reading -

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

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

(5 min) The Fun

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

- Choose a music selection that students savor and perform masterfully

Prep 9:08am - 10:07am

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

Soccer Unit - Lesson #2

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.

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(5 min) The Fun

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

- Choose a music selection that students savor and perform masterfully

Prep 9:08am - 10:07am

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

Soccer - Lesson #4

Standards

8.PE.1 Perform with

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.

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MU:Cr3.1.8a Evalua



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8.PE.20 Provide

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

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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

guidelines for resolving conflicts.

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

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

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

Objectives:

- Accuracy kicking, trapping, cooperation
- Dribbling, kicking accuracy

Lesson / Instruction

Warm Up

- Corners (pg 14, 1A-19)

Soccer:

Target Kicking Challenges (pg. 289, GS-153)

- Goal Kicking
- Hoop Kick
- Kicking a Moving Ball
- Passing Shuttle
- Performance Challenge

Kicking Games (pg. 290, GS-154)

- Circle Soccer
- Soccer Dodgeball
- Bowling Pin Soccer
- Cone Marker Golf

Lunch 11:12am - 12:12pm

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

Throwing & Catching Activities

Standards

2.1c Exhibit a variety of small motor skills.

2.1e Engage in self-help skills.

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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Warm Up (whole class):

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

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

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

Objectives:

- Passing, dribbling, goal-keeping, goal-kicking
- Technique practice, partner work

Lesson / Instruction

Warm Up

- Drop and Run (pg 20, 1A-29)

Soccer:

Goal Kicking Games (pg. 292, GS-157)

- Give and Go
- Three-on-Three

The Throw-In (pg 292, GS-158)

- Technique of the Throw-In
- Running Throw-In
- Throw-In to a Partner

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

Throwing & Catching 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

expressive qualities relate to the structure within programs of music.

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C3 to C5.

6. 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.*

7. Vocal Sirens Exercise

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

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

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

Sing our Song Line Up for the Airport Concert

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

Individual Practice for Each Vocal Part for:

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

Conclude by bringing all vocal ranges together to sing:

- The last 2 songs

Prep 9:08am - 10:07am

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

Soccer Unit - Lesson #1

Standards

8.PE.1 Perform with mature form,

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

2.2a Exhibit physical reflexes in response to stimulation.

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

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

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

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3a Respond to touch, movement, and sound.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3d Explore the environment with mouth and hands and respond to different textures.

2.3e Manipulate materials to explore sound.

C3 to C5.

6. 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.*

7. Vocal Sirens Exercise

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

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

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

Sing our Song Line Up for the Airport Concert

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

Individual Practice for Each Vocal Part for:

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

Conclude by bringing all vocal ranges together to sing:

- The last 2 songs

Prep 9:08am - 10:07am

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

Soccer Unit - Lesson #3

Standards

8.PE.1 Perform with mature form,

reflexes in response to stimulation.

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

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

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

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

2.4e Participate in healthy routines.

C3 to C5.

6. 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.*

7. Vocal Sirens Exercise

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

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

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

Sing our Song Line Up for the Airport Concert

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

Individual Practice for Each Vocal Part for:

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

Conclude by bringing all vocal ranges together to sing:

- The last 2 songs

Prep 9:08am - 10:07am

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

Soccer - Lesson #5

Standards

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



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

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

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

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

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

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

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

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

2.3f Demonstrate an awareness of her body in space.

2.3g Practice sensory integration.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

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

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

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

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

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

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

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

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

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

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

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

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

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

8.PE.19 Respond appropriately to participant's ethical

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

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

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

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 in situations, although not consistently.

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

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

8.PE.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



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

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

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

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

Objectives:

- Kicking techniques, footwork, passing, trapping
- Accuracy, kicking, trapping, and cooperation
- Dribbling, kicking accuracy

Lesson / Instruction

Warm Up

- Pass and Sting (pg 12, 1A-15)

Soccer:

Control Dribbling (pg 286, GS-150)

1. Dribbling Technique
2. Practice
3. Shuttle Dribble Relay
4. Square Dribble
5. Shadow Dribble
6. Square DRibble
7. Follow-Your-Pass

Trapping the Ball (pg. 287, GS-151)

1. Sole of Foot
2. Inside of Foot
3. Outside of Foot
4. Trap with Shins
5. Inside of Leg
6. Chest
7. Stomach
8. Top of Foot
9. Trapping Practice
10. Find a partner and

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.

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

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in

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.

Lesson / Instruction

Warm Up

- Joker's Wild (pg 19, 1A-27)

Soccer:

Tackling (pg. 291, GS-155)

1. Techniques of Tackling
2. Practice
3. Soccer Pirates
4. End Ball
 - Play 3 on 3

Goalkeeping (pg. 292, GS-156)

1. Technique
2. Diving After a Ball
3. Dribbling to Put the Ball into Play
4. Throwing the Ball into Play
5. Punting the Ball
6. Thrower and Goalie
7. Two-on-Two Soccer
8. Three-on Two

Lunch 11:12am - 12:12pm

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

SING - I'LL BE HOME FOR CHRISTMAS

Standards

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

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

MU:Cr3.1 Evaluate

2.7d Recognize rules and follow basic safety instructions.

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

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

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

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

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: 5-12 cones

1. The Snake Trail/ Double Circle/X (Card 16-19)

Go Fitness: Mighty Muscles: Strength Activities (10 min)

1. Tunnel Train (Card 133-134)

Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag per student

1. Throw for Distance (Card 371)

IF TIME:

Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag and hoop per student

1. Solo Catch (Card 372)

Go Activity: Throwing & Catching

safety concerns and use physical activity and fitness equipment appropriately.

Lesson / Instruction

Warm Up

- Circle Partner Tag (pg 22, 1A-33)

Soccer:

Heading the Ball (epg. 294, GS-159)

1. Heading Technique
2. Practice
3. Wall Drill
4. Triangle Drill

Punt Kicking (pg. 295, GS-160)

1. Punt Kick Technique
2. Free Practice
3. Group Kicks
4. Forcing Back

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, 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,



stand 16 feet apart

1. Take turns throwing the ball to your partner's chest, stomach, and thighs
2. Trap the ball and control it using the chest and stomach traps, inside of the leg trap, and the trap with the shins

1. After 5 throws, change roles.

Basic Soccer Kicks (pg. 288, GS-152)

1. Inside-of-the-Foot-Kick
2. Practice
3. Center-Kick Game
4. Instep Kick

Lunch 11:12am - 12:12pm

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

SING - I'LL BE HOME FOR CHRISTMAS

Standards

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

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

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

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

MU:Cr2.1.PreKb With substantial guidance, select and keep track of the order for performing

throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: 5-12 cones

1. The Snake Trail/ Double Circle/X (Card 16-19)

Go Fitness: Mighty

Muscles: Strength

Activities (10 min)

1. Tunnel Train (Card 133-134)

Go Activity: Throwing & Catching

Activities (25 min)

Materials: 1 bean bag per student

1. Throw for Distance (Card 371)

IF TIME:

Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag and hoop per student

1. Solo Catch (Card 372)

Go Activity: Throwing & Catching

Activities (25 min)

Materials: 1 bean bag per student

1. Beanbag Tag (Card 373)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

Hoop Play

Standards

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

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

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

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

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

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

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

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

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

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

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

MU:Pr4.2.Ka With

Activities (25 min)

Materials: 1 bean bag per student

1. Beanbag Tag (Card 373)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

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.

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 (continued)

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 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.



original musical ideas, using iconic notation and/or recording technology.

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

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: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:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

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

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 equipment in physical activity settings.

Objectives:

- Locomotion, weight-bearing, listening, manipulation, balancing, rolling technique, partner work, team work, agility

Lesson / Instruction

GS-1 HOOP SIGNALS

Equipment:

- One hoop per child, pinnies, beanbags

Organization:

- Have each student get a hoop, find a home space, lay the hoop flat on the floor, and then stand inside it.
- Check for good spacing.

Description of Activity:

1. Hoop Signals:

- Say, "Listen carefully. I

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

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

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

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

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

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

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

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:Pr4.2.3a 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.

- **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 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



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

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

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

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

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

MU:Re8.1.PreKa With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

Objectives:

- Focus on song for Winter Concert

Lesson / Instruction

- Keep working on each section of the song until students learn all of the words and can sing together

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

**BOOMWACKERS:
JINGLE BELL
ROCK**

Standards

MU:Pr4.2.2a Demon

will call out a **Movement Signal**, followed by a **Stillness Signal** to be performed in the hoop. How quickly can you respond to each of these signals as I call them?"

Movement Signals

- Run, leap over hoops
- Hop on one leg into the hoop, then the other leg
- Skip around hoops forwards, then backwards
- Side step in a zig-zag pattern around the hoop
- **Compass!** (feet in hoop, walk hands once around outside of the hoop)
- **Around the World!** (hands inside the hoop, walk feet around the hoop once)

Stillness Signals

- Tall balance on 1 foot
- Low balance on 1 body part
- Make a 4-point bridge over the hoop
- Make a 5-point balance with 2 parts inside and 3 parts outside
- A round, twisted shape inside the hoop
- Wide, stretched shape with 2 body parts on the hoop

2. Frozen Hoop Tag

- Choose 2 or 3 players to be "IT" and have them wear pennies and each hold a beanbag; everyone else scatters
- On signal "Go!" IT players chase free players who may move around or over the hoops and try and tag them with your beanbag.
- A tagged player must form a 4-point bridge over a hoop
- A free player must crawl underneath a frozen player's bridge to unfreeze them
- After the "IT" has tagged 5 players, the 5th player becomes the new "IT."

GS-2 HOOP TRICKS

Equipment:

- One hoop per student

Organization:

- Have each student get a hoop and find a home space
- Check for good spacing

Description:

Tell students to:

1. Stand their hoop on edge in the upright position and ask:

Objectives:

- Focus on song for Winter Concert

Lesson / Instruction

- Keep working on each section of the song until students learn all of the words and can sing together

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.

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

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

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

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 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.



strate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

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

Objectives:

- Prepare for Winter Concert

Lesson / Instruction

Students Will:

- Continue practicing for the Winter Concert to perfect playing all together

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 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and

- Can you step through your hoop head first? Feet first?
 - Can you jump in and out of your hoop while holding it?
 - Can you find another way to go through your hoop?
2. Have them place the hoop flat on the floor, then step into it and say:
 - Now, using only your feet, show me how you can get the hoop back over your head and away from you.
 3. Show me how you can balance your hoop on as many body parts as you can
 - Balance your hoop on just one body part
 - Then another body part
 4. In your home space, show me how you can use your hoop like a jump rope
 - Try turning it forward and jump?
 - Can you turn your hoop backward and jump it?
 - Can you travel forward and jump?
- GS-4 HOOP ROLLING STUNTS**
- Equipment:**
- One hoop per player
- Tell students:**
1. Roll your hoop with alternate hands by changing quickly from one side to the other side of the hoop as you roll it
 2. Roll your hoop; then jump through it without touching the hoop
 - Can you jump back through it before it falls to the floor?
 3. Roll your hoop with a backspin and try to straddle-jump over it
 4. **Partners:** Roll one hoop back and forth to your partner.
 - Then each roll a hoop back and forth to each other so they cross in the middle!
 - Hold two hoops: Can you roll both hoops at once?
 5. As you roll your hoop alongside your partner, call "Change!" and then quickly change hoops without allowing them to stop
 - Find a new partner, and do it again
 6. Invent a rolling stunt of

works to present based on interest, knowledge, technical skill, and context.

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 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).

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: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-

- 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, Improve

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 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



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: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 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,

- your own!
- Invent a stunt with a partner

GS-6 HOOP SPINNING FUN

Organization:

- Have players get a hoop and take it to a home space

Description of Activity:

Tell students to :

- Show me how you can make the hoop spin
 - Tell them to begin by holding your hoop with both hands so that the hoop is standing upright
 - Place your favorite hand on top of the hoop, grasping it between your thumb and forefinger
 - Spin the hoop by a quick flick of your wrist in a circular motion
- Can you spin you hoop like a top, touch a wall, then return to grasp your hoop before it drops to the floor?
 - Who can touch spin it and touch the wall twice or three times after touching the hoop?
- Show me how to spin it CW; CCW; with your right hand, with your left hand
- Who can keep their hoop spinning the longest?
- See if you can spin you hoop like an eggbeater, and then run around it once before it falls to the floor
 - Repeat, running in the other direction
 - How many times can you run around it before it falls?
- Find a partner. In a free space, stand and face your partner (10 feet apart)
 - Spin your hoop in your own space
 - Can you partner catch it before the hoop stops spinning?

GS-7 PARTNER HOOP ROLLS AND SPIN

TASKS

- Roll your hoop to your partner, who rolls his or hers to you
 - Catch and repeat
 - Can you do this without moving from your spot?
- Move across the play

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 worksheets that understand these concepts

Lesson / Instruction

Students will:

- Practice recorder song

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

Hoop Play

Standards

- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.4** Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.
- 5.PE.7** Actively participate in all activities of health enhancement class.
- 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

provided and collaboratively-developed criteria and feedback to show improvement over time.

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

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

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

MU:Pr4.2.4a 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,

squiggle, then imagine and trace other squiggle shapes, making a matching melodic contour sound.

WRAP UP

POETRY | S1U1L4: 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

Throwing & Catching Activities

Standards

- K.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills.
- K.PE.2** Perform locomotor skills in response to teacher-led creative dance.
- K.PE.3** Move in different pathways, general space with different speeds, and in personal space to a rhythm.
- K.PE.5** Identify active play opportunities outside health enhancement class.
- K.PE.6** Actively participate in health enhancement class.
- K.PE.7** Recognize that physical activity causes physical



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 worksheets that understand these concepts

Lesson / Instruction

Students will:

- Practice recorder song

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

- area with your partner while rolling hoops back and forth between you
- Spin your hoop, then run around your partner's spinning hoop and return to catch your own hoop with your right hand
 - Repeat with your left hand
 - Who can make 2 trips around?
 - Stand (12 feet) apart.
 - Spin your hoops at the same time and run figure-eights around the two hoops
 - How many times can you pass your hoop before it stops rolling?
 - Back-spin your hoop and straddle-jump over it as the hoop comes toward you; then run and grab your hoop before it stops rolling
 - Ali-Oop:** Form groups of 3 and return one of the hoops
 - Outside players stand facing each other about (15 feet) apart
 - Roll the hoop back and forth to each other while the middle player straddle-jumps it
 - Change roles every 5 jumps
 - Continue until everyone has had a turn in the middle

GS-10 HOOP RELAYS

Equipment:

- Several cone markers, five hoops per team

Organization:

- Divide the class into teams of 4 or 5 players per team
- Use cones to mark out a starting line
- Have each team stand in single-file formation behind the starting line, facing a row of 5 hoops that are equally spaced (6 feet) apart
- Ensure teams are well spaced apart

Description of Activity:

1. Hoop Caper Relay:

- Run to the 1st hoop and put it over your body; leap over the 2nd hoop; go through the 3rd hoop; leap over the 4th hoop; and so on
- When you reach the end, run back to your team to tag the next player, who does the same

2. Hoop Combo

corrective feedback respectfully to peers.

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:

- Locomotion, weight-bearing, listening, manipulation, balancing, rolling technique, partner work, team work, agility

Lesson / Instruction

GS-1 HOOP SIGNALS

Equipment:

- One hoop per child, pinnies, beanbags

Organization:

- Have each student get a hoop, find a home space, lay the hoop flat on the floor, and then stand inside it.
- Check for good spacing.

Description of Activity:

1. Hoop Signals:

- Say, "Listen carefully. I will call out a **Movement Signal**, followed by a **Stillness Signal to be performed in the hoop. How quickly can you respond to each of these signals as I call them?"**

Movement Signals

- Run, leap over hoops
- Hop on one leg into the hoop, then the other leg
- Skip around hoops forwards, then backwards
- Side step in a zig-zag pattern around the hoop
- Compass!** (feet in hoop, walk hands once around outside of the hoop)

and appropriate interpretation.

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

changes.

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

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

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

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

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

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

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

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

K.PE.16 Understand that physical activity is important for good health.

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

K.PE.18 Identify physical activities that result in a positive personal experience while playing with friends.



purposes and contexts.

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

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

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

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

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

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

Relay: (Use only 4 hoops for this relay)

- Hop to the 1st hoop and do 2 half-jumps turns inside; run to the 2nd hoop, put it over your body; leap over the 3rd hoop and land with both feet in the 4th hoop;
- Run back to the starting line by zig-zagging in and out between the hoops
- Repeat until all players on your team have had a turn

3. Hoop Tunnel

Relay: (Have each team form a circle, with players well spaced apart)

- Each player holds a hoop vertically in front of their body, with the bottom of the hoop touching the floor
- On the signal, "Go!" 1st player, drop your hoop, and crawl through the other hoops
- As soon as you pick up your hoop and hold it upright, the 2nd player may go
- When everyone on the team has a turn and each player sits cross-legged inside his or her hoop, the relay ends.

4. Space Shuttle Relay:

- 1st and 2nd players, run together inside the hoop, around a turning cone, then return to their team
- The 1st player drops out and joins the end of the line
- The 2nd player picks up the 3rd player and runs together to the turning cone, around it, and back
- The 2nd player drops out, and the 3rd and 4th players run together
- Continue this way until you have made 10 trips

Recess 1:45pm - 2:00pm

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

Hoop Play

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.

- **Around the World!** (hands inside the hoop, walk feet around the hoop once)

Stillness Signals

- Tall balance on 1 foot
- Low balance on 1 body part
- Make a 4-point bridge over the hoop
- Make a 5-point balance with 2 parts inside and 3 parts outside
- A round, twisted shape inside the hoop
- Wide, stretched shape with 2 body parts on the hoop

2. Frozen Hoop Tag

- Choose 2 or 3 players to be "IT" and have them wear pennies and each hold a beanbag; everyone else scatters
- On signal "Go!" IT players chase free players who may move around or over the hoops and try and tag them with your beanbag.
- A tagged player must form a 4-point bridge over a hoop
- A free player must crawl underneath a frozen player's bridge to unfreeze them
- After the "IT" has tagged 5 players, the 5th player becomes the new "IT."

GS-2 HOOP TRICKS

Equipment:

- One hoop per student

Organization:

- Have each student get a hoop and find a home space
- Check for good spacing

Description:

Tell students to:

- Stand their hoop on edge in the upright position and ask:
 - Can you step through your hoop head first? Feet first?
 - Can you jump in and out of your hoop while holding it?
 - Can you find another way to go through your hoop?
- Have them place the hoop flat on the floor, then step into it and say:
 - Now, using only your feet, show me how you can get the hoop back over your head and away from you.
- Show me how you can balance your hoop on as many body parts as you can

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: 5-12 cones

- The Snake Trail/ Double Circle/X (Card 16-19)

Go Fitness: Mighty

Muscles: Strength

Activities (10 min)

- Tunnel Train (Card 133-134)

Go Activity: Throwing & Catching

Activities (25 min)

Materials: 1 bean bag per student

- Throw for Distance (Card 371)

IF TIME:

Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag and hoop per student

- Solo Catch (Card 372)

Go Activity: Throwing & Catching

Activities (25 min)

Materials: 1 bean bag per student

- Beanbag Tag (Card 373)

Cool-down: (5 min)

- Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

Throwing & Catching 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



their teacher.

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

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

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

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

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

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

MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of

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

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

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

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

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

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

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

Objectives:

- Locomotion, weight-bearing, listening, manipulation, balancing, rolling technique, partner work, team work, agility

Lesson / Instruction

GS-1 HOOP SIGNALS

Equipment:

- One hoop per child, pinnies, beanbags

Organization:

- Have each student get a hoop, find a home space, lay the hoop flat on the floor, and then stand inside it.
- Check for good spacing.

Description of Activity:

1. Hoop Signals:

- Say, "Listen carefully. I will call out a **Movement Signal**, followed by a **Stillness Signal** to be performed in the hoop. How quickly can you respond to each of these signals as I call

- Balance your hoop on just one body part
 - Then another body part
- In your home space, show me how you can use your hoop like a jump rope
 - Try turning it forward and jump?
 - Can you turn your hoop backward and jump it?
 - Can you travel forward and jump?

GS-4 HOOP ROLLING

STUNTS

Equipment:

- One hoop per player

Tell students:

- Roll your hoop with alternate hands by changing quickly from one side to the other side of the hoop as you roll it
- Roll your hoop; then jump through it without touching the hoop
 - Can you jump back through it before it falls to the floor?
- Roll your hoop with a backspin and try to straddle-jump over it
- Partners:** Roll one hoop back and forth to your partner.
 - Then each roll a hoop back and forth to each other so they cross in the middle!
 - Hold two hoops: Can you roll both hoops at once?
- As you roll your hoop alongside your partner, call "Change!" and then quickly change hoops without allowing them to stop
 - Find a new partner, and do it again
- Invent a rolling stunt of your own!
- Invent a stunt with a partner

GS-6 HOOP SPINNING

FUN

Organization:

- Have players get a hoop and take it to a home space

Description of Activity:

Tell students to :

- Show me how you can make the hoop spin
 - Tell them to begin by holding your hoop with both hands so that the hoop is standing upright
 - Place your favorite hand on top of the hoop, grasping it

practice.

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

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

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

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

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

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

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

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

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

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

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



notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

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

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

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

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

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

Objectives:

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

Lesson / Instruction
10 mins) Warm-Up and

them?"

Movement Signals

- Run, leap over hoops
- Hop on one leg into the hoop, then the other leg
- Skip around hoops forwards, then backwards
- Side step in a zig-zag pattern around the hoop
- **Compass!** (feet in hoop, walk hands once around outside of the hoop)
- **Around the World!** (hands inside the hoop, walk feet around the hoop once)

Stillness Signals

- Tall balance on 1 foot
- Low balance on 1 body part
- Make a 4-point bridge over the hoop
- Make a 5-point balance with 2 parts inside and 3 parts outside
- A round, twisted shape inside the hoop
- Wide, stretched shape with 2 body parts on the hoop

2. Frozen Hoop Tag

- Choose 2 or 3 players to be "IT" and have them wear pennies and each hold a beanbag; everyone else scatters
- On signal "Go!" IT players chase free players who may move around or over the hoops and try and tag them with your beanbag.
- A tagged player must form a 4-point bridge over a hoop
- A free player must crawl underneath a frozen player's bridge to unfreeze them
- After the "IT" has tagged 5 players, the 5th player becomes the new "IT."

GS-2 HOOP TRICKS

Equipment:

- One hoop per student

Organization:

- Have each student get a hoop and find a home space
- Check for good spacing

Description:

Tell students to:

- Stand their hoop on edge in the upright position and ask:
 - Can you step through your hoop head first? Feet first?
 - Can you jump in and out of your hoop while holding it?

between your thumb and forefinger

- Spin the hoop by a quick flick of your wrist in a circular motion
- Can you spin you hoop like a top, touch a wall, then return to grasp your hoop before it drops to the floor?
 - Who can touch spin it and touch the wall twice or three times after touching the hoop?
 - Show me how to spin it CW; CCW; with your right hand, with your left hand
 - Who can keep their hoop spinning the longest?
 - See if you can spin you hoop like an eggbeater, and then run around it once before it falls to the floor
 - Repeat, running in the other direction
 - How many times can you run around it before it falls?
 - Find a partner. In a free space, stand and face your partner (10 feet apart)
 - Spin your hoop in your own space
 - Can you partner catch it before the hoop stops spinning?

GS-7 PARTNER HOOP

ROLLS AND SPIN

TASKS

- Roll your hoop to your partner, who rolls his or hers to you
 - Catch and repeat
 - Can you do this without moving from your spot?
- Move across the play area with your partner while rolling hoops back and forth between you
- Spin your hoop, then run around your partner's spinning hoop and return to catch your own hoop with your right hand
 - Repeat with your left hand
 - Who can make 2 trips around?
- Stand (12 feet) apart.
 - Spin your hoops at the same time and run figure-eights around the two hoops
 - How many times can you pass your hoop before it stops rolling?
- Back-spin your hoop and straddle-jump over

with others.

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: 5-12 cones

- The Snake Trail/
Double Circle/X (Card 16-19)

Go Fitness: Mighty

Muscles: Strength

Activities (10 min)

- Tunnel Train (Card 133-134)

Go Activity: Throwing & Catching

Activities (25 min)

Materials: 1 bean bag per student

- Throw for Distance (Card 371)

IF TIME:

Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag and hoop per student

- Solo Catch (Card 372)

Go Activity: Throwing & Catching

Activities (25 min)

Materials: 1 bean bag per student

- Beanbag Tag (Card 373)

Cool-down: (5 min)

- Simon Says (Card 5)

Practice Time 2:45pm - 3:30pm



Tuning:

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

Once Players are Warmed Up:

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

(5 mins) The Familiar Selection

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

- o Can you find another way to go through your hoop?
2. Have them place the hoop flat on the floor, then step into it and say:
 - o Now, using only your feet, show me how you can get the hoop back over your head and away from you.
3. Show me how you can balance your hoop on as many body parts as you can
 - o Balance your hoop on just one body part
 - o Then another body part
4. In your home space, show me how you can use your hoop like a jump rope
 - o Try turning it forward and jump?
 - o Can you turn your hoop backward and jump it?
 - o Can you travel forward and jump?

GS-4 HOOP ROLLING STUNTS

Equipment:

- One hoop per player

Tell students:

1. Roll your hoop with alternate hands by changing quickly from one side to the other side of the hoop as you roll it
2. Roll your hoop; then jump through it without touching the hoop
 - o Can you jump back through it before it falls to the floor?
3. Roll your hoop with a backspin and try to straddle-jump over it
4. **Partners:** Roll one hoop back and forth to your partner.
 - o Then each roll a hoop back and forth to each other so they cross in the middle!
 - o Hold two hoops: Can you roll both hoops at once?
5. As you roll your hoop alongside your partner, call "Change!" and then quickly change hoops without allowing them to stop
 - o Find a new partner, and do it again
6. Invent a rolling stunt of your own!
7. Invent a stunt with a partner

GS-6 HOOP SPINNING

FUN

Organization:

6. **Ali-Oop:** Form groups of 3 and return one of the hoops
 - o Outside players stand facing each other about (15 feet) apart
 - o Roll the hoop back and forth to each other while the middle player straddle-jumps it
 - o Change roles every 5 jumps
 - o Continue until everyone has had a turn in the middle

GS-10 HOOP RELAYS

Equipment:

- Several cone markers, five hoops per team

Organization:

- Divide the class into teams of 4 or 5 players per team
- Use cones to mark out a starting line
- Have each team stand in single-file formation behind the starting line, facing a row of 5 hoops that are equally spaced (6 feet) apart
- Ensure teams are well spaced apart

Description of Activity:

1. **Hoop Caper Relay:**
 - Run to the 1st hoop and put it over your body; leap over the 2nd hoop; go through the 3rd hoop; leap over the 4th hoop; and so on
 - When you reach the end, run back to your team to tag the next player, who does the same

2. Hoop Combo

Relay: (Use only 4 hoops for this relay)

- Hop to the 1st hoop and do 2 half-jumps turns inside; run to the 2nd hoop, put it over your body; leap over the 3rd hoop and land with both feet in the 4th hoop;
- Run back to the starting line by zig-zagging in and out between the hoops
- Repeat until all players on your team have had a turn

3. Hoop Tunnel

Relay: (Have each team form a circle, with players well spaced apart)

- Each player holds a hoop vertically in front of their body, with the



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 that 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

- Have players get a hoop and take it to a home space

Description of Activity:
Tell students to :

- Show me how you can make the hoop spin
 - Tell them to begin by holding your hoop with both hands so that the hoop is standing upright
 - Place your favorite hand on top of the hoop, grasping it between your thumb and forefinger
 - Spin the hoop by a quick flick of your wrist in a circular motion
- Can you spin you hoop like a top, touch a wall, then return to grasp your hoop before it drops to the floor?
 - Who can touch spin it and touch the wall twice or three times after touching the hoop?
- Show me how to spin it CW; CCW; with your right hand, with your left hand
- Who can keep their hoop spinning the longest?
- See if you can spin you hoop like an eggbeater, and then run around it once before it falls to the floor
 - Repeat, running in the other direction
 - How many times can you run around it before it falls?
- Find a partner. In a free space, stand and face your partner (10 feet apart)
 - Spin your hoop in your own space
 - Can you partner catch it before the hoop stops spinning?

GS-7 PARTNER HOOP ROLLS AND SPIN TASKS

- Roll your hoop to your partner, who rolls his or hers to you
 - Catch and repeat
 - Can you do this without moving from your spot?
- Move across the play area with your partner while rolling hoops back and forth between you
- Spin your hoop, then run around your partner's spinning hoop and return to catch

bottom of the hoop touching the floor

- On the signal, "Go!" 1st player, drop your hoop, and crawl through the other hoops
- As soon as you pick up your hoop and hold it upright, the 2nd player may go
- When everyone on the team has a turn and each player sits cross-legged inside his or her hoop, the relay ends.

4. Space Shuttle Relay:

- 1st and 2nd players, run together inside the hoop, around a turning cone, then return to their team
- The 1st player drops out and joins the end of the line
- The 2nd player picks up the 3rd player and runs together to the turning cone, around it, and back
- The 2nd player drops out, and the 3rd and 4th players run together
- Continue this way until you have made 10 trips

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



- your own hoop with your right hand
 - Repeat with your left hand
 - Who can make 2 trips around?
- 4. Stand (12 feet) apart.
 - Spin your hoops at the same time and run figure-eights around the two hoops
 - How many times can you pass your hoop before it stops rolling?
- 5. Back-spin your hoop and straddle-jump over it as the hoop comes toward you; then run and grab your hoop before it stops rolling
- 6. **Ali-Oop:** Form groups of 3 and return one of the hoops
 - Outside players stand facing each other about (15 feet) apart
 - Roll the hoop back and forth to each other while the middle player straddle-jumps it
 - Change roles every 5 jumps
 - Continue until everyone has had a turn in the middle

GS-10 HOOP RELAYS

Equipment:

- Several cone markers, five hoops per team

Organization:

- Divide the class into teams of 4 or 5 players per team
- Use cones to mark out a starting line
- Have each team stand in single-file formation behind the starting line, facing a row of 5 hoops that are equally spaced (6 feet) apart
- Ensure teams are well spaced apart

Description of Activity:

1. Hoop Caper Relay:

- Run to the 1st hoop and put it over your body; leap over the 2nd hoop; go through the 3rd hoop; leap over the 4th hoop; and so on
- When you reach the end, run back to your team to tag the next player, who does the same

2. Hoop Combo

Relay: (Use only 4 hoops for this relay)

- Hop to the 1st hoop and do 2 half-jumps turns inside; run to the 2nd hoop, put it over your body; leap over the 3rd hoop and land

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

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

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

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

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

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

MU:Pr4.3 Interpret - Develop personal



- with both feet in the 4th hoop;
- Run back to the starting line by zig-zagging in and out between the hoops
- Repeat until all players on your team have had a turn

3. Hoop Tunnel

Relay: (Have each team form a circle, with players well spaced apart)

- Each player holds a hoop vertically in front of their body, with the bottom of the hoop touching the floor
- On the signal, "Go!" 1st player, drop your hoop, and crawl through the other hoops
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Practice Time 2:45pm - 3:30pm

interpretations that consider creators' intent.

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

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

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

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

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

MU:Pr6.1.6a Perform the music with



technical accuracy to convey the creator's intent.

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

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

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

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

Objectives:

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

Lesson / Instruction

10 mins) Warm-Up and

Tuning:

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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):

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 - d. style (genre)

(5 min) The Fun

Selection (Closer)

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