



Monday 12/08/2025

School Day 65

Breakfast Duty 8:00am - 8:17am

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

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:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

Objectives:

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

Lesson / Instruction

(10 mins) Warm-Up and Tuning

1. **Embouchure Warmers** - long tones and lip slurs, generally directed downward - **Lessons 1-4, pg. 75-79:**
2. **Arm and Finger Warmers** - **Excellerators**

- a. Scales, intervals, arpeggios, articulations (how each note is played, e.g., fermata, staccato)

Once Players are Warmed Up:

1. **Tune the Band** -

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

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

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

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

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

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

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

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

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

(5 min) The Fun Selection (Closer) - **eg, "Hot Crossed Buns"**



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

Prep 9:08am - 10:07am

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

Soccer - Lesson #6

Standards

- 8.PE.1** Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.
- 8.PE.4** Use tactics to create open space and close space during small-side play by combining locomotor movements.
- 8.PE.16** Provide encouragement and feedback to peers without prompting from teacher.
- 8.PE.17** Apply rules and etiquette by acting as an official during modified games, dance and rhythm.
- 8.PE.18** Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.
- 8.PE.19** Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts.
- 8.PE.20** Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
- 8.PE.21** Identify safety concerns and use physical activity and fitness equipment appropriately.

Lesson / Instruction

Warm Up

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

Soccer:

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 - 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 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.



- 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 Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
- MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

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 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, 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

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- MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.
- MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

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- 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
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Lesson / Instruction

(10 mins) Warm-Up and Tuning

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 - 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"*

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

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- b. melody (scale)
- c. harmony (arpeggio - one note after another rising or descending)
- d. style (genre)

(5 min) The Fun Selection (Closer) - eg, "Hot Crossed Buns"

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



Tuesday 12/09/2025

School Day 66

Breakfast Duty 8:00am - 8:17am

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

CHOIR - SINGING (MULTIPLE SONGS)

Standards

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

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

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.

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

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

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

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

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

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

1. Light cardio - walk around the school
2. 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.*
3. 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.*
4. 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.*
5. Lip Buzz (lip trill) Vocal Warm-Up
 - Motorboat sound (lips vibrate as air is blown from mouth & nose) thru diatonic scale (white keys) from C3 to C5.
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 #6

Standards

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

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

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



- 8.PE.17 Apply rules and etiquette by acting as an official during modified games, dance and rhythm.
- 8.PE.18 Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.
- 8.PE.19 Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts.
- 8.PE.20 Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
- 8.PE.21 Identify safety concerns and use physical activity and fitness equipment appropriately.

Lesson / Instruction

Warm Up

- Dodgeball

Soccer:

- Full game using all skills

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.
- 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.
- 2.3f 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.
- 2.4d 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.
- 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.
- 2.7e Identify who has hurt or made him or her feel bad.
- 2.7d Recognize rules and follow basic safety instructions.
- 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: Card #64 printed for each student (labeled)

- Fancy Feet (Card 62)

Go Fitness: Tag You're It! (10 min)

- Partner Dodge (Card 97)

Go Activity: Throwing & Catching Activities (25 min) Materials: 1 bean bag per student, hoop for every 3 students

- Frogs on the Lily Pads (Card 374)

Cool-down: (5 min)

- Simon Says

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

UKULELES: JINGLE BELLS

Standards

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

Recess 1:45pm - 2:00pm

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

HAND BELLS: CAROL OF THE BELLS

Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objectives:

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

Lesson / Instruction



Students will:

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

LINK:

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

Practice Time 2:45pm - 3:30pm



Wednesday 12/10/2025

No School



Practice with Middle School and Set Up for Winter Concert 8:35am - 11:09am



Rehearsals 1:00pm - 3:00pm



Thursday 12/11/2025

No School



Winter Concert Practice with 7th/8th Middle School 8:35am - 9:05am



Practice with 6th Grade 10:10am - 11:09am



CONCERT 1:00pm - 2:30pm



Friday 12/12/2025

School Day 67

Breakfast Duty 8:00am - 8:17am

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

Finish cleaning up after Winter Concert

Prep 9:08am - 10:07am

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

Finish cleaning up gym from Winter Concert

Lunch 11:12am - 12:12pm

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

Movie: The Sound of Music

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

Throwing & Catching Activities

Standards

- K.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills.
- K.PE.5** Identify active play opportunities outside health enhancement class.
- K.PE.6** Actively participate in health enhancement class.
- K.PE.8** Practice warm-up and cool-down activities relative to vigorous physical activity.
- K.PE.9** Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).
- K.PE.10** Acknowledge responsibility for behavior when prompted.
- K.PE.11** Follow instruction and direction when prompted.
- K.PE.12** Recognize the established protocol for class activities.
- K.PE.13** Share equipment and space with others.
- K.PE.14** Recognize differences in ideas, cultures, and body types.
- K.PE.15** Follow teacher directions for safe participation and proper use of equipment with minimal reminders.
- K.PE.17** Acknowledge that some physical activities are challenging or difficult; and

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: Card #64 printed for each student (labeled)

- Fancy Feet (Card 62)

Go Fitness: Tag You're It! (10 min)

- Partner Dodge (Card 97)

Go Activity: Throwing & Catching Activities (25 min) Materials: 1 bean bag per student, hoop for every 3 students

- Frogs on the Lily Pads (Card 374)

Cool-down: (5 min)

- Simon Says

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 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 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

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Cool-down: (5 min)

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Practice Time 2:45pm - 3:30pm