



Monday 01/19/2026	Tuesday 01/20/2026	Wednesday 01/21/2026	Thursday 01/22/2026	Friday 01/23/2026
No School	School Day 83	School Day 84	School Day 85	School Day 86
<b>No School Day</b>	<p>Breakfast Duty 8:00am - 8:17am</p> <p>Band - 7 &amp; 8 8:17am - 9:05am</p> <p><b>BAND - ROCK AROUND THE CLOCK</b></p> <p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.2.7b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p><b>MU:Pr6.1.7a</b> Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Cr3.1.7a</b> Evaluate</p>	<p>Breakfast Duty 8:00am - 8:17am</p> <p>Choir - 7 &amp; 8 8:17am - 9:05am</p> <p><b>CHOIR - MR. SANDMAN</b></p> <p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr2.1.7a</b> 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><b>MU:Cr2.1.7b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as appropriate application of elements of music</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>LAST DAY</b> END OF 2nd QUARTER</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>SIBINDI ASSEMBLY</b> @ 10:30AM</p> </div> <p>Breakfast Duty 8:00am - 8:17am</p> <p>Band - 7 &amp; 8 8:17am - 9:05am</p> <p><b>BAND - ROCK AROUND THE CLOCK</b></p> <p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.2.7b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo,</p>	<p>Breakfast Duty 8:00am - 8:17am</p> <p>Choir - 7 &amp; 8 8:17am - 9:05am</p> <p><b>CHOIR - MR. SANDMAN</b></p> <p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr2.1.7a</b> 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><b>MU:Cr2.1.7b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as appropriate application of elements of music</p>



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**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:**

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.

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

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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
- 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 - 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

**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: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

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



exceeding 5 min) and play it with as few stops as possible

- b. Do not spend time "rehearsing" this selection

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

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

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

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

**COOPERATIVE GAMES/AEROBIC GAMES: Lesson #11**

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

the warm-up period

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

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

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

1. Go beyond the "woodshedding" stage, ready to enter the next phase of learning
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**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



**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.5** Describe and apply a variety of movement concepts.
- 8.PE.10** Plan and implement a program to enhance personal fitness.
- 8.PE.12** Describe the role of stretching and flexibility in injury prevention.
- 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.

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

students savor and perform masterfully

Prep 9:08am - 10:07am

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

**FLOOR HOCKEY: Lesson #2**

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

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

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

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

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

**8.PE.24** Compare and contrast various physical activities for their social benefit.

**Objectives:**

- Muscular strength, endurance, balance
- Teamwork, observation skills, memory
- Practice sports, manipulative, and locomotor skills

**Lesson / Instruction**

**Warm Up: (10 min)**

- 3 Laps around the Gym

**Go Fitness: Partner Challenges**

- Get Up! (Card 289)

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

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.

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**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.24** Compare and contrast various physical activities for their social benefit.

**Objectives:**

- Teamwork, observation skills, memory
- Cardiovascular

expressive qualities relate to the structure within programs of music.

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**Go Fitness: Aerobic Games**  
 • Tail Tag (Card 66)  
**Go Activity: Cooperative Games**  
 • Marco Polo Soccer (Card 406) **(NEED BLINDFOLDS)**

Lunch 11:12am - 12:12pm

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

**RHYTHM ACTIVITIES #1**

**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

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

**FLOOR HOCKEY: Lesson #1**

**Standards**

- 8.PE.1 Perform with mature form,

efficiency, muscular endurance, and speed of movement  
 • Stick Handling, passing, receiving, and shooting

**Lesson / Instruction**

**Warm Up: (10 min)**  
 • 3 Laps around the Gym

**Go Fitness: Partner Challenges**  
 • Dribble and Slap (Card 291)

**Go Fitness: Aerobic Games**  
 • Barker's Hoopla (Card 68)

**Go Activity: Floor Hockey**  
 • Super Stick Handling Skills (Card 413-414)

**Lunch 11:12am - 12:12pm**

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

**RHYTHM ACTIVITIES #1**

**Standards**

- 1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.3 Move in self-space.
- 1.PE.4 Differentiate between fast and slow speeds, strong and light force.
- 1.PE.7 Actively engage in health enhancement class.
- 1.PE.9 Identify warm-up and cool-down activities related to vigorous physical activity.
- 1.PE.10 Accept personal responsibility by using equipment and space appropriately.
- 1.PE.11 Follow the rules or parameters of the learning environment.

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- "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

**FLOOR HOCKEY: Lesson #3**

**Standards**

- 8.PE.1 Perform with mature form,



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.

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.10** Plan and implement a program to enhance personal fitness.

**8.PE.12** Describe the role of stretching and flexibility in injury prevention.

**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

**1.PE.12** Respond appropriately to general feedback from a teacher.

**1.PE.13** Exhibit the established protocols for class activities.

**1.PE.14** Work independently with others in a variety of class environments.

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

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

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

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- Develop rhythmic movement skills
- Develop cardiovascular fitness
- Have ample opportunities to practice moving to a beat
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up: (10 min)**

1. Go Fish (Card 9)

**Go Fitness: (10 min)**

1. Skitter Scatter (Card 13)
2. Musical Hoops (Card 65)

**Go Activity: Rhythm Activities (10 min)**

**Materials:** Drum

1. Feel the Beat (Card 336)

**Cool-down: (5 min)**

1. Partner High 5 Together (Card 12)

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

**RECORDERS:  
BLUEBERRY HILL  
OR ALL SHOCK UP**

**Standards**

**MU:Cr1.1.3b** Gener

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.10** Plan and implement a program to enhance personal fitness.

**8.PE.12** Describe the role of stretching and flexibility in injury prevention.

**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



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:**

- Proper warm-up and cool-down and stretching techniques
- Develop rhythmic movement skills
- Develop cardiovascular fitness

problem-solving initiatives during adventure activities, large-group initiatives, and game play.

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

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

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

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

8.PE.24 Compare and contrast various physical activities for their social benefit.

**Objectives:**

- Teamwork, observation skills, memory
- Cardiovascular efficiency, muscular endurance, and speed of movement
- Stick Handling, passing, receiving, and shooting

**Lesson / Instruction**

**Warm Up: (10 min)**

- 3 Laps around the Gym

**Go Fitness: Partner Challenges**

- Partner Long Jump (Card 290)

ate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

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

MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

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

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

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

**Objectives:**

- Learn to play the Recorder in preparation for the Spring Concert

**Lesson / Instruction**

**Students will:**

- Begin learning about the recorder
- Begin learning notes and the fingering of those notes on the recorder
- Play easy songs from the Essential Elements Recorder Book

problem-solving initiatives during adventure activities, large-group initiatives, and game play.

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

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

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

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

8.PE.24 Compare and contrast various physical activities for their social benefit.

**Objectives:**

- Teamwork, observation skills, memory
- Cardiovascular efficiency, muscular endurance, and speed of movement
- Stick Handling, passing, receiving, and shooting

**Lesson / Instruction**

**Warm Up: (10 min)**

- 3 Laps around the Gym

**Go Fitness: Partner Challenges**

- Hold It! (Card 292)

**Go Fitness: Aerobic**



- Have ample opportunities to practice moving to a beat
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up: (10 min)**  
1. Go Fish (Card 9)

**Go Fitness:(10 min)**  
1. Skitter Scatter (Card 13)  
2. Musical Hoops (Card 65)

**Go Activity: Rhythm**

**Activities (10 min)**

**Materials:** Drum

1. Feel the Beat (Card 336)

**Cool-down: (5 min)**  
1. Partner High 5 Together (Card 12)

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

**FRISBEE UNIT:  
Lesson #3**

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

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

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

**4.PE.10** Demonstrate responsible behavior in

**Go Fitness: Aerobic**

**Games**

- The Defender (Card 67)

**Go Activity: Floor**

**Hockey**

- Introduction: Techniques (Card 410-412)

**Lunch 11:12am - 12:12pm**

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

**SINGING:  
JAILHOUSE ROCK**

**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.Ka** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

**MU:Cr2.1.Ka** With guidance, demonstrate and choose favorite musical ideas.

**MU:Cr2.1.Ka** With guidance, organize personal musical ideas using iconic

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

**DRUM CIRCLE:  
ROCKIN' ROBIN**

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

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

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

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

**MU:Cr1.1.5b** Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

**Games**

- Mini Kickball (Card 69)

**Go Activity: Floor**

**Hockey**

- The Great One Passing and Shooting Skills (Card 415-416)

**Lunch 11:12am - 12:12pm**

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

**BOOMWACKERS:  
SEE YA LATER  
ALLIGATOR**

**Standards**

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

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

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

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

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

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

**MU:Cr3.1.1a** With limited guidance, discuss and apply



independent group situations.

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

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

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

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

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

**Objective:**

- Cardiovascular Efficiency, Muscular Strength, flexibility

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: Go Fitness:**

**Muscular Strength &**

**Endurance**

- Push-up Tic Tac-Toe (Card 234)

**Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- Card Caper
- Choreography (Card 114-115)

**Go Activity: Flying Disk:**

**Skill Development**

**Activity**

- Pass and Follow (Card 426)

Recess 1:45pm - 2:00pm

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

**FRISBEE UNIT:  
Lesson #3**

**Standards**

**3.PE.1** Perform a

notation and/or recording technology.

**MU:Cr3.1.Ka** With guidance, apply personal, peer, and teacher feedback in refining personal 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:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

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

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

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

**MU:Cr2.1.5a** Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

**MU:Cr2.1.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

**MU:Cr3.1.5a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

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

**Objectives:**

- Learn about rhythm and beats associated with playing drums
- Incorporate drums into a 1950's song

**Lesson / Instruction**

**Students will:**

- Learn about the timing of beats and rhythm regarding playing along with a song
- Create a drum circle in which each student has their own part in supporting the song to be performed
- Explore possible improvisation opportunities for the song with the drums

personal, peer, and teacher feedback to refine personal musical ideas.

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

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

**MU:Pr4.2.1a** With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

**MU:Pr4.2.1b** When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

**MU:Pr4.3.1a** Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

**MU:Pr5.1.1a** With limited guidance, apply personal, teacher, and peer feedback to refine performances.

**MU:Pr5.1.1b** With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.



combination of motor skills in various contexts.

**3.PE.3** Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.

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

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

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

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

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

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

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

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

**Objective:**

- Cardiovascular

refine performances.

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

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

**MU:Pr6.1.Kb** Perform appropriately for the audience.

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

**Objectives:**

- Learn about and perform a song from the 1950's, learning about the style of the era, as well as the notes, beats and rhythms necessary to sing the song successfully.

**Lesson / Instruction**

**Students will:**

- Learn about the 1950's

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

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

**MU: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:Re8.1.1a** With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

**MU:Re7.2.1a** With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

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



Efficiency, Muscular Strength, flexibility

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: Go Fitness:**

**Muscular Strength & Endurance**

- Push-up Tic Tac-Toe (Card 234)

**Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- Card Caper Choreography (Card 114-115)

**Go Activity: Flying Disk:**

**Skill Development**

**Activity**

- Pass and Follow (Card 426)

Practice Time 2:45pm - 3:30pm

era and the music that was popular at the time

- Look at the Jailhouse Rock sheet music (Musecore) to understand all of the musical elements of the piece
- Listen to the song, then follow along singing with the sheet music
- The goal is to sing together as a class in tune

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

**ORFF: LOVE ME TENDER**

**Standards**

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

**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:Cr2.1.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic 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

creators'/performers' expressive intent.

**Objectives:**

- Create a Boomwacker song

**Lesson / Instruction**

**Students will:**

- Create a Boomwacker song using software, adding other complementary elements to bring it all together
- Work together as a class to create a new song from the basic elements of a song

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

**RHYTHM ACTIVITIES #1**

**Standards**

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

**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 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).



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

**MU:Pr5.1.5a** Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

**MU:Pr5.1.5b** Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

**MU:Pr6.1.5a** Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

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

**Objectives:**

**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.

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- Develop rhythmic movement skills
- Develop cardiovascular fitness
- Have ample opportunities to practice moving to a beat
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up: (10 min)**

1. Go Fish (Card 9)

**Go Fitness:(10 min)**



- Explain/review music theory concepts
- Begin practicing the Elvis piece for the Spring Concert

**Lesson / Instruction**

**Students will:**

- Listen and ask questions regarding the music piece selected for the Spring Concert
- Practice their part of the music individually on chosen instruments
- Work toward playing together as a class the entire song
- NOTE: Use sheet music in 5th grade folder

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

**FRISBEE UNIT:  
Lesson #3**

**Standards**

- 4.PE.3** Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.
- 4.PE.1** Use a combination of motor skills to engage in a variety of activities.
- 4.PE.4** Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.
- 4.PE.7** Actively engages in the activities of health enhancement class, both teacher-directed and independent.
- 4.PE.9** Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.
- 4.PE.10** Demonstrat

1. Skitter Scatter (Card 13)
2. Musical Hoops (Card 65)

**Go Activity: Rhythm**

**Activities (10 min)**

**Materials:** Drum

1. Feel the Beat (Card 336)

**Cool-down: (5 min)**

1. Partner High 5 Together (Card 12)

**Recess 1:45pm - 2:00pm**

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

**RHYTHM  
ACTIVITIES #1**

**Standards**

- 2.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.
- 2.PE.2** Perform rhythmic activity with correct response to simple rhythms.
- 2.PE.4** Combine locomotor skills in general space to a rhythm or beat.
- 2.PE.6** Describe physical activities outside health enhancement class.
- 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



e responsible behavior in independent group situations.

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

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

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

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

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

- Objective:**
- Cardiovascular Efficiency, Muscular Strength, flexibility

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: Go Fitness:**

**Muscular Strength & Endurance**

- Push-up Tic Tac-Toe (Card 234)

**Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- Card Caper Choreography (Card 114-115)

**Go Activity: Flying Disk:**

**Skill Development**

**Activity**

- Pass and Follow (Card 426)

Recess 2:30pm - 2:45pm

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

**BAND - ROCK AROUND THE**

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:**

- Proper warm-up and cool-down and stretching techniques
- Develop rhythmic movement skills
- Develop cardiovascular fitness
- Have ample opportunities to practice moving to a beat
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up: (10 min)**

1. Go Fish (Card 9)

**Go Fitness:(10 min)**

1. Skitter Scatter (Card 13)
2. Musical Hoops (Card



## CLOCK

### 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.

65)

### Go Activity: Rhythm

#### Activities (10 min)

**Materials:** Drum

1. Feel the Beat (Card 336)

#### Cool-down: (5 min)

1. Partner High 5 Together (Card 12)

Practice Time 2:45pm - 3:30pm



**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
<b>Lesson / Instruction</b>
<b>(10 mins) Warm-Up and Tuning</b>
1. <b>Embouchure Warmers</b> - long tones and lip slurs, generally directed downward - <i>Lessons 1-4, pg. 75-79:</i>
2. <b>Arm and Finger Warmers - Excellerators</b>
a. Scales, intervals, arpeggios, articulations (how each note is played, e.g., fermata, staccato)
<i>Once Players are Warmed Up:</i>
1. <b>Tune the Band -</b>
a. <b>Instruction and Evaluation</b> - relating to various aspects of musicianship, including:
a. rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
b. <b>Activities and Assessments</b> - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
c. <b>Choral</b> (all together) - allow students to use what they have learned or prepared during the warm-up period
<b>(5 mins) The Familiar Selection</b> - <i>EG, Lesson #16, pg. 97 "Hot Cross Buns"</i>
1. <b>Play music confidently before starting the primary rehearsal selection</b>
a. Select a short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible
b. Do not spend time "rehearsing" this selection
<b>(15 min) The Primary Rehearsal</b> - <i>Receives the most attention during the rehearsal</i>
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