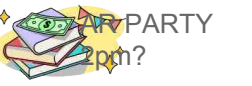





Monday 01/26/2026	Tuesday 01/27/2026	Wednesday 01/28/2026	Thursday 01/29/2026	Friday 01/30/2026
School Day 87	School Day 88	School Day 89	School Day 90	School Day 91
Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	
 Middle School Ski Field Trip 8:17am - 12:00pm	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				Band - 7 & 8 8:17am - 9:05am
BAND - ROCK AROUND THE CLOCK	CHOIR - MR. SANDMAN	BAND - ROCK AROUND THE CLOCK	CHOIR - MR. SANDMAN	BAND - ROCK AROUND THE CLOCK
Standards	Standards	Standards	Standards	Standards
<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</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>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</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>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</p>



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)

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: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).

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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"

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.

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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

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Lesson / Instruction

(10 mins) Warm-Up and Tuning

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 - 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

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and determine when the music is ready to perform.

Objectives:

- Go over class procedures and expectations
- Students will select instruments
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Lesson / Instruction

(10 mins) Warm-Up and Tuning

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Once Players are Warmed Up:

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 - 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**



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

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

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

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

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

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

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 - 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

FLOOR HOCKEY: Lesson #5 Standards

reflect creators'/performers' expressive intent.

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

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

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

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

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

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

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

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

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

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



11:09am

**FLOOR HOCKEY:
Lesson #4**

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

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.

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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.

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**FLOOR HOCKEY:
Lesson #7**

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.
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- 8.PE.17** Apply rules and etiquette by acting as an official



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.

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

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 "hmmmm" — 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

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Objectives:

- Teamwork, observation skills, memory
- Cardiovascular efficiency, muscular endurance, and speed of movement
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Lesson / Instruction

Warm Up: (10 min)

- 3 Laps around the Gym

Go Fitness: Partner

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

Lesson / Instruction



Lesson / Instruction

Warm Up: (10 min)

- 3 Laps around the Gym

Go Fitness: Partner

Challenges

- Knee Tapping (Card 293)

Go Fitness: Aerobic

Games

- Rapid Fire (Card 70)

Go Activity: Floor

Hockey

- Black Ice (Card 417)

Lunch 11:12am - 12:12pm

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

SINGING: TBD & GRADUATION SONG

Standards

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

MU:Cr1.1.PreKa With substantial guidance, explore and experience a variety of music.

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

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

MU:Cr3.2.PreKa With substantial guidance, share revised personal musical ideas with peers.

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 #5

Standards

8.PE.1 Perform with mature form,

Challenges

- Partner Pull-Up (Card 294)

Go Fitness: Aerobic

Games

- Scatter Fitness (Card 71-72)

Go Activity: Floor

Hockey

- Rapid Fire (Card 418-419)

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

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 #6

Standards

8.PE.1 Perform with mature form,

Warm Up: (10 min)

- 3 Laps around the Gym

Go Fitness: Aerobic

Games

- Quick Touch (Card 74)

Go Fitness: Aerobic

Games

- Card Run (Card 76-77)

Go Activity: Floor

Hockey

- Ice Machines (Card 422)

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



MU:Re7.1.PreKa With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.

MU:Re9.1.PreKa With substantial guidance, talk about personal and expressive preferences in music.

Objectives:

- Children will listen and play a variety of instrumental tone colors.

Concept:

- Tone color

Lesson / Instruction

**Unit 4: Food:
Lesson 2:
Instruments Can
Make Different
Sounds**

INTRODUCTION

CONCEPT OVERVIEW | S1U4L2: Instruments Can Make Different Sounds:

Interactive

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

LOCATOR MAP |

Germany: Interactive

- **Optional:** For the next activity, use the locator map showing Germany.

LET'S BEGIN | Muss i denn

LISTENING | Muss i denn: Interactive

Invite children to:

- Describe the picture on the slide. (Explain that it is a German marching band.)
- Listen to the band while they pat with the beat.

LISTENING MAP | Muss i denn: Interactive

- Have children tap the beat of the music by using a finger to tap each picture on the listening map slide.
 - Point out to children that they should start with the left picture/beat bar.

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

ideas using iconic 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,

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

organize personal musical ideas.

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



- **Help students notice** that the music changes from red to blue in the middle of the piece, as does the color of the highlighting beat bars.
- **Play the slide again** and ask children to raise a hand when the bars change from red to blue.

MOVE | March Steps
KIDS GOTTA MOVE |
March: Video

Invite children to:

- **Watch the video** about marching steps.
- **March** along with the video.
- **Discuss** ways to stop at the same time.
- **Form a "marching band"** then march around the room as you lead them while "Muss i denn" plays again.

MOVEMENT | Patterned Movement

Patterned Movement:

Forming a Standing Circle
Forming a standing circle can be complex for young children. Explain to children that they must first move in a line. To do this, ask children to pat with the beat of "Muss i denn" as you march alone. Tap a nearby child, and have him/her join hands with you as you continue to march, the chosen child following you. Ask that child to tap a nearby child, join hands with him/her, and follow both of you. Continue until all have been tapped and are in the moving line. Then, lead children around in an arc. (Repeat the music as needed.) Finally, join hands with the last child selected, forming a circle.

LISTEN | Instrument Sounds

ACTIVITY | S1U4L2:
Trumpet and Bass Drum:
Interactive

- **Display** the slide to show two of the instruments playing in the marching band—trumpet and bass drum.
- **Ask a volunteer** to click the audio icon to listen to excerpts for each instrument.
- **Talk about** how the instruments are played and pantomime playing

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 Pull-Up (Card 294)

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: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:

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 Sit-Up (Card 295)

limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

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.



each one.

- **Invite** children to stand and form a marching band, pantomiming playing trumpets and drums, and march around the room following a leader.

LISTEN | I Like Spinach
iSONG | I Like Spinach: Interactive

Have children:

- **Listen** for the vegetables mentioned in the song "I Like Spinach." (spinach, carrots, green beans, broccoli)
- **Identify** the call. (I like spinach/carrots/green beans/broccoli.)
- **Echo-sing** each call.
- **Listen** to the song again and turn around in place at the end of the response.

SING | I Like Spinach
I Like Spinach (Stereo Mix): Audio

Invite children to:

- **Form** four groups, each group choosing a vegetable; either spinach, carrots, green beans, or broccoli.
- **Sing** their call.
- **Give children** a cue when their call is about to start.
- **Sing** their call at the right time as they are able, turning around in place after the response.

LINKS | Movement
Movement: Spinach Roll
Materials: playground ball

This game can help children develop self-control and coordination.

- To reinforce the call-and-response aspect of this song, guide children to sit in a big circle.
- Have them spread their legs in a "V" so that their feet touch their neighbors.
- Have children think about foods they like. (You might suggest specific foods, such as vegetables or snacks.)
- Give one child the ball and he or she becomes the leader.
- Have the leader name a food that he likes to eat; for example, "I like spinach."
- Everyone responds "He/she likes spinach" and the leader rolls the ball to another child.

Go Fitness: Aerobic Games

- Scatter Fitness (Card 71-72)

Go Activity: Floor Hockey

- Rapid Fire (Card 418-419)

Lunch 11:12am - 12:12pm

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

RHYTHM ACTIVITIES #2

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

- Learn about the 1950's 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

Go Fitness: Aerobic Games

- Pass the Hat (Card 73)

Go Activity: Floor Hockey

- Hat Trick (Card 420-421)

ISIBINDI Assembly 10:30am

Lunch 11:12am - 12:12pm

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

RHYTHM ACTIVITIES #2

Standards

- 1.PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.2** Combine locomotor and nonlocomotor motor skills in a teacher-designed dance.
- 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.
- 1.PE.12** Respond

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

PARACHUTE - LESSON #1

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.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).
- K.PE.10** Acknowledge responsibility for behavior when



- Whoever the ball rolls to is the new leader.

LINKS | Drama
London Bridge
(Instrumental): Audio
Drama: Let's Wrap Together This activity can help children develop coordination and their ability to play creatively.

- Encourage** children to pretend they are a type of wrapped food, such as a sushi roll or a burrito.
 - What kinds of fillings would they want to be?
- Have them roll** around the room as you sing "Little Sushi Roll," sung to "London Bridge." (Instrumental)
- Encourage them** to roll away from each other so flavors won't mix.

(Optional: You may wish to use the interactive song, muting the vocals in the Mixer.)
Roll, little Sushi, roll, roll, roll,
Roll, roll, roll, roll, roll, roll,
Roll, little Sushi, roll, roll, roll,
Fish and rice and seaweed.

PLAY | Vegetable Patterns
ACTIVITY | S1U4L2: I Like Spinach: Interactive
Have children:

- Identify** the vegetables pictured in the interactive slide. (carrots, spinach, corn, green beans, peas, squash)
- Say** the name of each vegetable as you point to each tile with the beat.
- Create** a vegetable pattern, repeating vegetables if desired.
 - (You may want to work as a class or have volunteers click and drop the tiles in the target areas.)
- Say** the name of the vegetable as you tap each target area with the beat. (Then create more patterns.)
- Decide** what instrument to use to play their pattern.
- Encourage** children to notice the sound of each instrument as they play their patterns.
- Explain** to children that

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.

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:

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

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
(10 min) Warm Up:

- Nice to Meet You (Card 10)

(10 mins) Go Fitness:

- Race and Reach (Card 169)

(10 min) Go Activity:
Rhythm Activities

- Hoop Beat (Card 338)

(5 min) Cool-down:

- Alphabet Walk (Card 11)

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

RECORDERS: BLUEBERRY HILL OR ALL SHOCK UP

Standards

MU:Cr1.1.3b Generate 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

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.

Objectives:

- Learn cooperative strategies and team building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

Lesson / Instruction
Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (10 min)

- Umbrella/Balloons/ Clubhouse Color Exchange (Card 303-305)

Go Fitness - CATCH 'em Quick Activities (12 min)

- Spinning Wheel(Card 306)
- Interval Running (Card 307)

Go Activity (15 min)

- Sunbeam (Card 310)
- Hotdog, Mustard, Relish (Card 309)

Cool-down (5 min)

- Class Portrait/Dimo0nd in the Bank (Cards 303-305)

Recess 1:45pm - 2:00pm

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



we recognize an instrument sound by its tone color .

IDENTIFY | Instrument Sounds

VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers): Interactive

- **Invite** children to play a game.
- **Play** an instrument out of the children's view and have them identify the instrument.
 - Once children have responded, show them the instrument and play it. Then tell them the name of the instrument.
- **Display** the virtual instruments slide.
- **Remind** children that each instrument has a specific tone color, or sound.
- **Ask** volunteers to take turns clicking on an instrument to hear the sound.
- **Encourage** them to try clicking a vegetable rhythm pattern on a chosen virtual percussion instrument.

PROGRESS CHECKPOINT

Informal Assessment

Ask children to play one pattern they created with an instrument of their preference. Observe the different ways children explore instrument sounds. Encourage children to talk about their pattern and instrument preferences.

Optional Reteaching

If children have difficulty identifying the tone color of instruments, use the glossary of instruments slides found in Resources.

WRAP UP

VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers): Interactive

- **Have children recall** that they explored the sound of different instruments. Invite them to form a line at the end of class as you improvise on the drum.

SCHOOL TO HOME

SONG ANTHOLOGY | Grade PreK: Document

- We are learning the song "I Like Spinach," p. 29.

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

- 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 #4

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 Demonstrate

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

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

DRUM CIRCLE: ROCKIN' ROBIN

Standards

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

LESSON #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.7 Actively engage in health enhancement class in response to instruction and practice.

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



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

**Section 2: Unit 1:
Lesson 1: Quarter
Notes and Eighth
Notes**

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:

- Read quarter and eighth notes.

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

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

LOCATOR MAP | Mexico: Interactive

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

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

Ask students to identify pairs of eighth notes and quarter notes in the song. Have them:

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

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

Lesson / Instruction
(10 min) Warm Up:

- Nice to Meet You (Card 10)

(10 mins) Go Fitness:

- Race and Reach (Card 169)

(10 min) Go Activity:
Rhythm Activities

- Hoop Beat (Card 338)

(5 min) Cool-down:

- Alphabet Walk (Card 11)

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

**FRISBEE UNIT:
Lesson #4**

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 independent group situations.

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

- Steel Abs Challenges (Card 235-236)

Go Fitness: Cardiovascular Efficiency: Aerobic Rhythms

- Statue Garden (Card 116)

Go Activity: Flying Disk: Skill Development Activity

- Partner Jog with Flying Disk (Card 427)

Recess 2:30pm - 2:45pm

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

BAND - ROCK AROUND THE

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.

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

activity settings.

Objectives:

- Learn cooperative strategies and team building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

Lesson / Instruction
Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (10 min)

- Umbrella/Balloons/ Clubhouse Color Exchange (Card 303-305)

Go Fitness - CATCH 'em Quick Activities (12 min)

- Spinning Wheel(Card 306)
- Interval Running (Card 307)

Go Activity (15 min)

- Sunbeam (Card 310)
- Hotdog, Mustard, Relish (Card 309)

Cool-down (5 min)

- Class Portrait/Dimo0nd in the Bank (Cards 303-305)

Practice Time 2:45pm - 3:30pm



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

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

MOVEMENT | Game for Bate, Bate
"Bate, Bate" (Virginia Ebinger) Partners stand face-to-face; hands rest lightly on each other's shoulders. Listening, they say the words and sway gently back and forth with the beat. Right, left, and both: clap partner's hand(s). Own: clap one's own hands. High five: clap partner's palms up high.

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

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

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

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

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

**Section 2: Unit 4:
Lesson 7: Listen for Minor**

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

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

- Steel Abs Challenges (Card 235-236)

Go Fitness: Cardiovascular Efficiency: Aerobic Rhythms

- Statue Garden (Card 116)

Go Activity: Flying Disk: Skill Development

Activity

- Partner Jog with Flying Disk (Card 427)

Recess 1:45pm - 2:00pm

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

**FRISBEE UNIT:
Lesson #4**

Standards
3.PE.1 Perform a combination of motor skills in various

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.

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



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

READ | Minor Theme
CONCEPT OVERVIEW |
S2U4L7: Listen for Minor:
Interactive

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

ACTIVITY | S2U4L7: Minor Theme: Interactive

Have students:

- Read about the composition and the theme.
- Note the meter signature and recall other symbols and terms they have learned referring to compound meter. (6/8)
- Clap or pat the rhythm of the theme.
- Identify do. (G, on line 2)
- Find the pitches in the theme. (B, E, F#, G, A, B, C; mi | , la | , ti | , do, re, mi, fa)
- Discover the key of the theme. (E minor— it ends on E, la)
- Sing the theme with pitch syllables.

NOTATE | Minor

Melodies

RESOURCE MASTERS|
Grade 5: Document

Have students:

- Sing the theme again.
- Reproduce the same extended diatonic melody using instruments.
- Use **Resource Master R•17, p. 127**, to write their own extended diatonic melodies using standard staff notation. Working with a partner, assess each other's

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 Efficiency, Muscular Strength, flexibility

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



melodies: perform their own and reproduce their partner's melodies, then discuss the tonality.

LISTEN | The Moldau
iLISTENING MAP | The Moldau from Má Vlast (My Country): Interactive

- Explain to the class that this selection is an example of program music and it was written to evoke images of a major river in the Czech Republic, the Moldau.

To help them follow the iListening map, have students count the sections pictured at the bottom left and realize that the arrow on the right directs them to follow the second row of sections from right to left.

The sections on the iListening map represent these events:

- two springs that begin two streams;
- the two streams coming together;
- a hunter's horn calls;
- a wedding;
- moonlight and water sprites;
- the river reflecting a castle;
- rapids;
- the city of Prague;
- the Moldau River joins the Elbe River;
- the river flows away into the distance.

Have students:

- Study the illustrations on the iListening map.
- Listen to "The Moldau" and follow the map, noticing how the music creates pictures in their minds and how each section differs.
- Focus mainly on the sentences on the upper left, reading the questions on the right only as they are able, to help them put their ideas into words.
- Describe how the illustrations of the river connect the musical sections.
- Discuss what this might indicate about the selection. (The selection is about a river; there will be musical elements in common between the sections.)
- Note that the melody hints at major but does

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm-up: Go Fitness: Muscular Strength & Endurance

- Steel Abs Challenges (Card 235-236)

Go Fitness: Cardiovascular Efficiency: Aerobic Rhythms

- Statue Garden (Card 116)

Go Activity: Flying Disk: Skill Development Activity

- Partner Jog with Flying Disk (Card 427)

Practice Time 2:45pm - 3:30pm

in them

Lesson / Instruction
(10 mins) Warm-Up and Tuning

- Embouchure Warmers** - long tones and lip slurs, generally directed downward - **Lessons 1-4, pg. 75-79:**
- Arm and Finger Warmers - Excellerators**
 - Scales, intervals, arpeggios, articulations (how each note is played, e.g., fermata, staccato)

Once Players are Warmed Up:

- Tune the Band - Instruction and Evaluation** - relating to various aspects of musicianship, including:
 - rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
 - Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
 - 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"

- Play music confidently before starting the primary rehearsal selection**
 - 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
 - Do not spend time "rehearsing" this selection

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

- Go beyond the "woodshedding" stage,



not fully change to major for the first time until the third section.

- After listening, ask students to summarize what they heard in each section and how it helped them picture each scene.

MUSIC SKILLS | Listen

Listen Use these additional activities with the listening map for "The Moldau."

Style Play the iListening map again. This time, have students interact with the questions on the right of the screen. Students are asked to describe melodic contour and dynamics, to identify tone color and articulation, and to identify whether certain sections are in major or minor. (These activities may be more effective if each student has an individual workstation. If using with a group, consider pausing the map in order to discuss and answer the questions.)

Rhythm During the second, seventh, and tenth sections, students may tap the notated rhythm of the theme along with the music. Point out each time the notation appears at the top right, bringing students' attention to the meter signature. Observe students while they tap the rhythms to make sure they are reading them accurately.

Form After students have had more than one opportunity to listen and follow the map, use the Audio Only button and have them identify when each section of the selection starts without the aid of the animation.

HISTORY AND CULTURE

| Bedřich Smetana

Bedřich Smetana "The Moldau" is the second section of a suite Bedřich Smetana (1824–1884) composed and dedicated to his homeland, Czechoslovakia, now called the Czech Republic.

- 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



The entire suite is called Ma Vlast (My Country). Smetana composed it in 1874, during an unhappy part of his life. At that time, he was not favored by the critics and was seeking a cure for his deafness, without success. Smetana was present at the successful first performance of this piece. "The Moldau" has lasted as a standard of orchestral repertoire since then.

Share with students some ways to identify and describe music of Smetana's period. If possible, have them compare this selection with others of the same period, such as those by Tchaikovsky, Grieg, or Dvořák in the Grade 5 course.

Recess 2:30pm - 2:45pm

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

BAND - ROCK AROUND THE CLOCK

Standards

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

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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:](#)
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Once Players are Warmed Up:

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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"

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

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- and read it in its entirety, recognizing elements of music:
- a. rhythm (patterns)
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