



Monday 02/02/2026	Tuesday 02/03/2026	Wednesday 02/04/2026	Thursday 02/05/2026	Friday 02/06/2026
School Day 92	School Day 93	School Day 94	School Day 95	No School
 <p>Groundhog Day</p>	<p><b>Breakfast Duty 8:00am - 8:17am</b></p> <p><b>Band - 7 &amp; 8 8:17am - 9:05am</b></p>	<p><b>Breakfast Duty 8:00am - 8:17am</b></p> <p><b>Choir - 7 &amp; 8 8:17am - 9:05am</b></p>	<p><b>Breakfast Duty 8:00am - 8:17am</b></p> <p><b>Band - 7 &amp; 8 8:17am - 9:05am</b></p>	<p><b>No School Day</b></p>
<p><b>Breakfast Duty 8:00am - 8:17am</b></p>	<p><b>BAND: ROCK AROUND THE CLOCK</b></p>	<p><b>CHOIR: MR. SANDMAN &amp; PUT TOUR HEAD ON MY SHOULDER</b></p>	<p><b>BAND: ROCK AROUND THE CLOCK</b></p>	
<p><b>Choir - 7 &amp; 8 8:17am - 9:05am</b></p>	<p><b>Standards</b></p>	<p><b>Standards</b></p>	<p><b>Standards</b></p>	
<p><b>CHOIR: MR. SANDMAN &amp; PUT TOUR HEAD ON MY SHOULDER</b></p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</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: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:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</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:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</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:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</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:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</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:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</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: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: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: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:Cr3.1.7a</b> Evaluate</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 their own work, applying selected criteria such as appropriate</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><b>MU:Cr3.1.7a</b> Evaluate</p>	<p><b>MU:Cr3.1.7a</b> Evaluate</p>	<p><b>MU:Cr3.1.7a</b> Evaluate</p>	



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

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

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

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

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

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

**MU:Pr4.1.7a** Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/

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

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

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

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

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

**Objectives:**

application of elements of music including style, form, and use of sound sources.

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

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

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

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

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

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

te 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.

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**Objectives:**



or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

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

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

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

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

**MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic

- Go over class procedures and expectations
  - Students will select instruments
  - Students will be given a copy of the Standard of Excellence Band book for each instrument
  - Students select cubbies, label them, and they will put music books and instruments in them
- Lesson / Instruction**  
**(10 mins) Warm-Up and Tuning**
- 1. Embouchure Warmers** - long tones and lip slurs, generally directed downward - **Lessons 1-4, pg. 75-79:**
  - 2. Arm and Finger Warmers - Excellerators**
    - a. Scales, intervals, arpeggios, articulations (how each note is played, e.g., fermata, staccato)
- Once Players are Warmed Up:*
- 1. Tune the Band -**
    - a. **Instruction and Evaluation** - relating to various aspects of musicianship, including:
      - a. rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
    - b. **Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
    - c. **Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period
- (5 mins) The Familiar Selection - eg, Lesson #16, pg. 97 "Hot Cross Buns"**
- 1. Play music confidently before starting the primary rehearsal selection**
    - a. Select a short, well-rehearsed piece, or a portion of a piece (not

and reasons for choices.

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

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

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

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

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

**MU:Re8.1** Interpret -

- Go over class procedures and expectations
  - Students will select instruments
  - Students will be given a copy of the Standard of Excellence Band book for each instrument
  - Students select cubbies, label them, and they will put music books and instruments in them
- Lesson / Instruction**  
**(10 mins) Warm-Up and Tuning**
- 1. Embouchure Warmers** - long tones and lip slurs, generally directed downward - **Lessons 1-4, pg. 75-79:**
  - 2. Arm and Finger Warmers - Excellerators**
    - a. Scales, intervals, arpeggios, articulations (how each note is played, e.g., fermata, staccato)
- Once Players are Warmed Up:*
- 1. Tune the Band -**
    - a. **Instruction and Evaluation** - relating to various aspects of musicianship, including:
      - a. rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
    - b. **Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
    - c. **Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period
- (5 mins) The Familiar Selection - eg, Lesson #16, pg. 97 "Hot Cross Buns"**
- 1. Play music confidently before starting the primary rehearsal selection**
    - a. Select a short, well-rehearsed piece, or a portion of a piece (not



expression to convey the creator's intent.

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

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

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

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

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

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

**MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video

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

**Rock Wall**

**Standards**

**8.PE.1** Perform with

Support interpretations of musical works that reflect creators'/performers' expressive intent.

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

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**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,

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

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**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

**Outside Activities (going to be 50 degrees and sunny)**

**Standards**



recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

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

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

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

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

**MU:Pr6.1.8a** Perform the music with technical accuracy, stylistic expression, and culturally

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

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

**8.PE.6** Describe the relationship between poor nutrition and health risk factors.

**8.PE.7** Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

**8.PE.8** Identify forms of technology and social media that support a healthy, active lifestyle.

**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.

melodic phrases, and harmonic sequences.

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

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

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

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

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

**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.9** Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class.

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

**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



authentic practices in music to convey the creator's intent.

**MU:Re7.2.8a** Comp are how the elements of music and expressive qualities relate to the structure within programs of music.

**MU:Re9.1.8a** Apply appropriate personally-developed criteria to evaluate musical works or performances.

**Objectives:**

- Students are spending time concentrating on their vocal range part in the instrumental piece selected for the winter concert.

**Lesson / Instruction**

**Warm Up (whole class):**

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

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

**Objectives:**

- Participate in an overall full-body physical activity where students climb across a rock wall to the other side.

**Lesson / Instruction**

**Students will:**

- Take turns climbing the rock wall and answering fitness-related questions on a worksheet

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

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

**PARACHUTE:**

**MU:Re7.2.8a** Comp are how the elements of music and expressive qualities relate to the structure within programs of music.

**MU:Re9.1.8a** Apply appropriate personally-developed criteria to evaluate musical works or performances.

**Objectives:**

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**Warm Up (whole class):**

- Light cardio** - walk around the school
- Yawn-Sigh Technique**
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  - Each note should sound like "hmmm" — including the "h" sound is less taxing on your voice.
    - Good warm-up because it doesn't put a lot of strain on your vocal cords.*
- Vocal Straw Exercise (Hum through a straw)**
  - Hum slowly and evenly, through a straw from C3 up to C5, then back down.
    - Place the straw in a partially full glass of liquid and blow controlled bubbles in the glass.*
- Lip Buzz (lip trill) Vocal Warm-Up**
  - Motorboat sound (lips vibrate as air

appropriately.

**Objectives:**

- Engage in outdoor activities with peers harmoniously.
- Practice good sportsmanship and inclusion of all students where possible.

**Lesson / Instruction**

**Students will:**

- Participate in a student-chosen activity, preferably a group activity with peers.
  - (Suggestion: Kickball)**
- Engage in physical activity outdoors while enjoying the unseasonably warm weather

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

**P/T Conferences**  
1:00pm - 7:00pm



- glass.*
5. Lip Buzz (lip trill) Vocal Warm-Up
    - Motorboat sound (lips vibrate as air is blown from mouth & nose) thru diatonic scale (white keys) from C3 to C5.
  6. Two-Octave Pitch Glide Warm-Up
    - Make "eeee" or "ohhhh" sound gradually gliding through chromatic scale (all keys) from C3 to C5.
      - *This transitions from your chest voice to your head voice to warm up all areas.*
  7. Vocal Sirens Exercise
    - Make an "oooo" sound like a siren gradually from from C3 to C5.
      - *The sound is continuous and covers tones between the notes.*
  8. Vocal Slides Technique (portamento, Italian for "the act of carrying")
    - Slide from one note to the next in the diatonic scale (white keys) from C3 to C5.
      - *USE: Do, Re, Me, solfege, and hand signs.*
- Sing our Song Line Up for the Airport Concert**
- **"Santa Baby"** performed by Eartha Kitt
  - **"It's Beginning to Look a Lot Like Christmas"** performed by Bing Crosby
  - **"Let It Snow"** performed by Dean Martin
  - **"It's the Most Wonderful Time of the Year"** performed by Andy Williams
- Individual Practice for Each Vocal Part for:**
- **"Carol of the Bells"** (in harmony) written by Peter Wilhousky
  - **"Jingle Bells"** (in harmony) written by James Pierpont and Bob Singleton
- Conclude by bringing all vocal ranges together to sing:**
- The last 2 songs

Prep 9:08am - 10:07am  
PE - 6th Grade 10:10am - 11:09am

**LESSON #1 (POSSIBLY OUTSIDE)**

**Standards**

- 2.1c** Exhibit a variety of small motor skills.
- 2.1e** Engage in self-help skills.
- 2.1f** Perform increasingly more sophisticated actions requiring hand-eye coordination.
- 2.2a** Exhibit physical reflexes in response to stimulation.
- 2.2b** Develop muscle tone and strength in trunk, neck, head, arms and legs.
- 2.2c** Use developing motor skills to move more independently.
- 2.2d** Develop coordination to use motor skills with toys.
- 2.2e** Demonstrate skills to move in the environment.
- 2.2f** Refine motor coordination and skills to play with toys and people.
- 2.2g** Demonstrate increased ability to use skills requiring balance.
- 2.2h** Perform large motor movement alone or with others.
- 2.2i** Manipulate objects with large muscles.
- 2.3a** Respond to touch, movement, and sound.
- 2.3b** Focus eyes on near and far objects.
- 2.3c** Calm with

- is blown from mouth & nose) thru diatonic scale (white keys) from C3 to C5.
6. Two-Octave Pitch Glide Warm-Up
    - Make "eeee" or "ohhhh" sound gradually gliding through chromatic scale (all keys) from C3 to C5.
      - *This transitions from your chest voice to your head voice to warm up all areas.*
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- Conclude by bringing all vocal ranges together to sing:**
- The last 2 songs

Prep 9:08am - 10:07am  
PE - 6th Grade 10:10am - 11:09am  
**Outside Activities (going to be 50 degrees and sunny)**



**FRISBEE UNIT:  
Lesson #5**

**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.9** Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class.
- 8.PE.10** Plan and implement a program to enhance personal fitness.
- 8.PE.14** Accept responsibility for improving one's own levels of physical activity and fitness.
- 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

assistance.

- 2.3d** Explore the environment with mouth and hands and respond to different textures.
- 2.3e** Manipulate materials to explore sound.
- 2.3f** Demonstrate an awareness of her body in space.
- 2.3g** Practice sensory integration.
- 2.3h** Adapt movements to specific situations.
- 2.3i** Demonstrate concepts through movement.
- 2.4a** React to participation in daily routines.
- 2.4b** Demonstrate increased ability to self-soothe and fall asleep.
- 2.4c** Indicate needs and wants.
- 2.4d** Take and interest in meeting physical needs.
- 2.4e** Participate in healthy routines.
- 2.4f** Communicate with an adult when not feeling well.
- 2.4g** Participate in bathroom routines with growing independence.
- 2.6a** Attempt new large and small motor activities.
- 2.6b** Participate in simple movement games.
- 2.6c** Initiate active play, exploration, and engagement with the

**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.9** Participate in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class.
- 8.PE.14** Accept responsibility for improving one's own levels of physical activity and fitness.
- 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



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

**Objective:**

- Cardiovascular Efficiency, Muscular Strength, flexibility

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: Go Fitness:**

**Muscular Strength & Endurance**

- Bear Tag Crab Tag (Card 237)

**Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- Zoo Meringue (Card 117-118)

**Go Activity: Flying Disk:**

**CATCH Challenge Level 1**

- Bull's Eye (428 Card)

Lunch 11:12am - 12:12pm

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

**SINGING/  
CHOREOGRAPHY:  
JAILHOUSE ROCK  
& Graduation song**

environment.

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

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

**2.6f** Participate in physically active games with peers.

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

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

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

**2.7d** Recognize rules and follow basic safety instructions.

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

**2.7f** Understand and anticipate potential consequences of disregarding rules.

**2.7g** Recognize and describe the reasons for rules.

**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

equipment appropriately.

**Objectives:**

- Engage in outdoor activities with peers harmoniously.
- Practice good sportsmanship and inclusion of all students where possible.

**Lesson / Instruction**

**Students will:**

- Participate in a student-chosen activity, preferably a group activity with peers.
  - **(Suggestion: Kickball)**
- Engage in physical activity outdoors while enjoying the unseasonably warm weather

Lunch 11:12am - 12:12pm

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

**SINGING/  
CHOREOGRAPHY:  
JAILHOUSE ROCK  
& Graduation song**

**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



**Standards**

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

**MU:Cn10.0.PreKa** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

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

**MU:Cr2.1.PreKb** With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

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

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

**MU:Cr3.2.PreKa** With

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/Dimond in the Bank (Cards 303-305)

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

**FRISBEE UNIT:**

**Lesson #5 (OUTSIDE)**

**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

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 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



h substantial guidance, share revised personal musical ideas with 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:Pr4.3.PreKa** With h substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

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

**MU:Pr5.1.PreKa** With h substantial guidance, practice and demonstrate what they like about their own performances.

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

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

assessment.

**4.PE.10** Demonstrate responsible behavior in independent group situations.

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

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

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

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

**4.PE.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**

- Bear Tag Crab Tag (Card 237)

**Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- Zoo Meringue (Card 117-118)

**Go Activity: Flying Disk:**

**CATCH Challenge Level 1**

- Bull's Eye (428 Card)

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

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

**FRISBEE UNIT:  
Lesson #5**

guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

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

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

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

**MU: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



audience and context.

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

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

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

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

**Objectives:**

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

**UKULELE: AIN'T IT A SHAME**

**Standards**

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

**(OUTSIDE)**

**Standards**

**3.PE.1** Perform a 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

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 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



personal experiences to make music.

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

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

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

**MU:Cr1.1.2b** Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

**MU:Cr2.1.2b** Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

**MU:Cr3.1.2a** Interpret and apply personal, peer, and teacher feedback to revise personal music.

**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

activity settings.

**Objective:**

- Cardiovascular Efficiency, Muscular Strength, flexibility

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: Go Fitness:**

**Muscular Strength &**

**Endurance**

- Bear Tag Crab Tag (Card 237)

**Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- Zoo Meringue (Card 117-118)

**Go Activity: Flying Disk:**

**CATCH Challenge Level 1**

- Bull's Eye (428 Card)

Practice Time 2:45pm - 3:30pm

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 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



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:Pr4.2.2a** 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.

**MU:Pr4.3.2a** Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

**Objectives:**

- Review music theory concepts (ongoing) to understand music to perform
- Practice alone and with the class to play the Spring Concert song in unison

**Lesson / Instruction**

**Students will:**

- Practice individual parts of the song they are to perform for the Spring Concert
- Practice in concert with peers to perfect the musical piece they will be performing for the Spring Concert

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:**

- 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 #5 (OUTSIDE)**

**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



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

## 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 performance.

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

**MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal 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 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

- Bear Tag Crab Tag (Card 237)

#### Go Fitness:



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:**

- 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

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- Zoo Meringue (Card 117-118)

**Go Activity: Flying Disk:**

**CATCH Challenge Level 1**

- Bull's Eye (428 Card)

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.

**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



- on chosen instruments
- Work toward playing together as a class the entire song
- NOTE: Use sheet music in 5th grade folder

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.

**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.

and stylistic expression to convey the creator's intent.

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

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

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

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

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



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

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

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

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

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

and determine when the music is ready to perform.

**Objectives:**

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

**Lesson / Instruction**

**(10 mins) Warm-Up and Tuning**

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

*Once Players are Warmed Up:*

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

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

1. **Play music**



**Objectives:**

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

**Lesson / Instruction**

**(10 mins) Warm-Up and**

**Tuning**

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

*Once Players are Warmed Up:*

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

**(5 mins) The Familiar**

**Selection** - eg, Lesson #16, pg. 97 "*Hot Cross Buns*"

1. **Play music confidently before starting the primary rehearsal selection**
  - a. Select a short, well-rehearsed piece, or a portion

**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



- 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