




Monday 02/09/2026	Tuesday 02/10/2026	Wednesday 02/11/2026	Thursday 02/12/2026	Friday 02/13/2026
School Day 96	School Day 97	School Day 98	School Day 99	School Day 100
Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	 Extra Study Day!
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	Breakfast Duty 8:00am - 8:17am
<b>CHOIR: MR. SANDMAN &amp; PUT YOUR HEAD ON MY SHOULDER</b>	<b>BAND: ROCK AROUND THE CLOCK</b>	<b>CHOIR: MR. SANDMAN &amp; PUT YOUR HEAD ON MY SHOULDER</b>	<b>BAND: ROCK AROUND THE CLOCK</b>	<b>CHOIR: MR. SANDMAN &amp; PUT TOUR HEAD ON MY SHOULDER</b>
<b>Standards</b> <b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music. <b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. <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. <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. <b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as appropriate	<b>Standards</b> <b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music. <b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding. <b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance. <b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. <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. <b>MU:Pr6.1.7a</b> Perform the music with technical accuracy and stylistic expression to convey the creator's intent. <b>MU:Cr3.1.7a</b> Evaluate	<b>Standards</b> <b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music. <b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. <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. <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. <b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as appropriate	<b>Standards</b> <b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music. <b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding. <b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance. <b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. <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. <b>MU:Pr6.1.7a</b> Perform the music with technical accuracy and stylistic expression to convey the creator's intent. <b>MU:Cr3.1.7a</b> Evaluate	<b>Standards</b> <b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music. <b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. <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. <b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance. <b>MU:Pr4.3</b> Interpret - Develop personal interpretations that consider creators' intent. <b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and



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.

**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.

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**MU:Re8.1** Interpret -

- Practice simple songs as well as their piece for the Spring Concert

**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*

and reasons for choices.

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

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

**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.

**Objectives:**

- Students will sing in accordance with the rules of the game, "Grab the Mic"

**Lesson / Instruction**

**Students will:**

- Play "Grab the Mic," which still allows them singing time while I am absent.

**Prep 9:08am - 10:07am**

**PE - 6th Grade 10:10am -**



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

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

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

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

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

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

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

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)

Prep 9:08am - 10:07am

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

**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

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11:09am

**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.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



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.

by combining locomotor movements.

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

**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.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

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.

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

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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:**

- Participate in 60 minutes of exercise with peers to strengthen the heart and body while learning how to cooperate with peers

**Lesson / Instruction**

**Students will:**

- **Participate with peers in a group activity that they vote on.**



**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.*
- 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.
- Two-Octave Pitch Glide Warm-Up
  - Make "eeee" or "ohhhh" sound gradually gliding through chromatic scale (all keys) from C3 to C5.
    - This transitions*

and contrast various physical activities for their social benefit.

**Objective:**

- Running and dodging; listening
- Cardiovascular endurance; cooperation

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: NUMBER TAG**

**FOCUS:** Running and dodging; listening

**EQUIPMENT:** One marking pen; one numbered beanbag per player; basket

**ORGANIZATION:** Number beanbags, one for each player; then have player pick up a beanbag out of the basket and find a free space.

**DESCRIPTION OF ACTIVITY:**

- Hold your beanbag so no one can see what number you have. Jog around the play area.
- On signal "Homes!" find a free space and jog on the spot. I will call out five numbers. When your number is called, you are IT.
- All ITs, raise your hand so that everyone can see who you are. Now, on the count of five, chase free players and try to hit them below the waist with your beanbag.
- Tagged players or anyone who runs outside the boundaries of the play area must do jumping jacks on the spot until everyone else is doing them, too.
- To start a new game, trade your beanbag with another player, check your new number, then jog

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

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types by engaging in cooperative and collaborative movement projects.

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

**Objective:**

- Agility; leg, arm, and shoulder, and abdominal strength; lateral trunk mobility; hamstring-seat stretch
- Supporting and tumbling
- Rotating around lateral axis; technique;

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: TWELVE-MINUTE WORKOUT**

**EQUIPMENT:**

- Music with a strong 4/4 beat; twelve cone markers; one mat per player

**ORGANIZATION:**

- Use cone markers to mark off six sets of lines that are parallel to each other and equally spaced apart.
- Have players find a partner about the same size and stand one behind the other at one end of the gym

**DESCRIPTION OF ACTIVITY:**

- Partner Interview:** Jog in a CCW direction around the perimeter of the play area and carry on a conversation. Try to learn as much about your partner as you can. On the signal "Switch," find a new partner and continue the interview.
- Shuttle Line Warm-Up:** On signal "Run!" each partner, in turn, run forward to touch two hands to each of the five lines in front of you. Return, by running backward, to touch the starting line before

Lunch 11:12am - 12:12pm

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

**Valentine's Day Activities**

**Standards**

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

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

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

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

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

**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



from your chest voice to your head voice to warm up all areas.

6. 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.*

7. 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**

- Have each group pick either the home room, home-ec room, or vestibule to practice singing their parts.
- They need their computers to log on to Musescore.com for their vocal range of the song

**Prep 9:08am - 10:07am**

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

**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

around the play area again, and listen for the signal "Homes!"

**ACTIVITY: AEROBIC MIXER**

**EQUIPMENT:** Music with a strong 4/4 beat

**ORGANIZATION:** In this Aerobic Mixer, players participate with many different partners.

- Demonstrate each partner movement and provide time for pairs to practice.
- To begin, players pair up and start jogging in place together.
- When the music starts, partners move in a CW direction around the play area, changing partners or movement on a signal.
- Call the signals quickly and without stopping the activity.
  - Ensure that the music is not too loud that players cannot hear the signal called.
- Continue in this way until music ends; then have players quickly take their heart rates for fifteen seconds, and then multiply by four to get the beats per minute.

**DESCRIPTION OF ACTIVITY:**

- Two-Handed Swing:** Take your partner's hands and skip in a circle four times in each direction. Repeat.
- Elbow Swing:** Hook right elbows and circle your partner four times. Change elbows and do another four swings in the opposite direction. Repeat.
- Partner Change:**

from your chest voice to your head voice to warm up all areas.

6. 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.*

7. 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.*

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- Have each group pick either the home room, home-ec room, or vestibule to practice singing their parts.
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**Prep 9:08am - 10:07am**

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

**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

running forward to the next line. Repeat this line shuttle twice.

- Bicycle Pumper:** Long-sit facing your partner with the soles of your feet touching. Together, lift your legs off the floor and cooperate to pump one leg; then the other as if pedaling a bicycle. Continue until I signal to stop.
- Stubborn Donkey:** Partners begin in the same position as for the "Wheelbarrow Walk." (See FA-16.) The standing partner try to move your partner forward while he or she resists.
  - Stubborn Driver:** The standing partner, refuse to budge while the other partner tries to walk hands forward
- Spinning Tops:** Stand facing your partner with feet touch-ing. Grasp partner's wrists with both hands and lean back until arms are straight. Circle together, gradually increasing speed by quickening your pivot steps, until you are spinning. Spin CW; then, as soon as you feel dizzy, reverse directions.
- Knee Bends:** Stand side by side, placing your inside hands on your partner's shoulder for balance. Each hold the outside foot with your outside hand. Slowly bend and straighten the standing leg eight times. Reverse the leg hold and repeat.
- Partner Lateral Stretch:** Partners stand back to back, raise your arms sideways, and clasp your hands together, and spread your legs wide apart. Now both lean to one side, hold for ten seconds; then return to the starting position. Lean to the opposite side and hold for ten seconds. Repeat this sequence twice more.
- Partner Seat Stretch:** Begin with one partner in

performers manipulate the elements of music.

**Objectives:**

- Musical Valentine's Day School Dancing, Singing, and Music Worksheets

**Lesson / Instruction**

**Valentines Hunt**

**Party?Brain**

**Break?Unicorn**

**Hunt?Cupid Hunt Freeze**

**Dance Video-Coach Corey Martin**

- Link: <http://youtu.be/oZKkA156AUI?si=VfTYomuNdaD7N6Uf>

**Valentine's Day Music**

**Activities and Worksheets** Music Theory Review

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

**AEROBIC GAMES - #1**

**Standards**

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

**K.PE.3** Move in different pathways, general space with different speeds, and in personal space to a rhythm.

**K.PE.6** Actively participate in health enhancement class.

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

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

**K.PE.10** Acknowled ge responsibility for behavior when



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

**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.

**Objective:**

- Warm-up, Listening
- Cardiovascular endurance; rhythm sense

**Lesson / Instruction**

- Procedures: (10 min)**
- Bathroom
  - Drinks

Release hands and jog to a new partner. (Call "Partner Change" signal frequently and have partners bow to each other before moving on to a new partner.)

4. **Partner Shuffle:** Join hands with a new partner and side-step together eight times in each direction. *Repeat.*

5. **Partner Kicks:** Join hands and face your partner. Hop on one foot while kicking the other foot forward four times. Change legs and *repeat.*

6. **Promenade:** Walk side by side with your right hands joined over the top of your left hands.

7. **Do-Si-Do:** Face your partner, arms folded, and skip forward four steps to pass right shoulders, back to back, left shoulders, and back in place. *Repeat.*

8. **Churn-the-Butter:** Face and join hands; then turn under your hands to the right four times, then to the left four times.

9. **Partner Movement:** You and your partner create your own way of moving together to the music.

Lunch 11:12am - 12:12pm

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

**AEROBIC GAMES - #1**

**Standards**

**PE.1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

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

**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

**Objective:**

back-lying position on the mat. The other partner, kneel beside your partner and place one hand on his or her knee and the other hand on his or her foot. Gently push the bent leg toward the shoulder. Lying partner, tell your partner when to stop pushing. Repeat with the opposite leg. Reverse roles and repeat stretch.

**ACTIVITY: HEADSTAND STUNTS**

**EQUIPMENT:** One mat per pair

**ORGANIZATION:**

- Have players form groups of three, get two mats to share, and then scatter around the play area. One player is the performer; the other two are the spotters.

**DESCRIPTION OF ACTIVITY:**

1. **Straddle Press to Headstand:**

- Start in the Push-up position. Draw legs toward your hands, keeping legs apart and straight. Tip your forehead down onto the mat. Keep toes pointed and hips high as you lift your straight legs overhead. Keep the back arched slightly as legs come together. Hold for five seconds. Spot as for Kick-up Headstand.

2. **Forearm Headstand:**

- Place forearms on mat with elbows wide and palms down so that your thumbs and index fingers are touching. One leg should be forward, the other back. Place forehead in between thumb and index fingers. Kick back leg up; then bring your other leg up to join it overhead. Arch your back as both legs come together. Hold for five seconds. Spot as for Kick-up Headstand.

3. **Backward Roll to a Headstand:**

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:**

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-Up: (5 min)**

- Limber Letters (Card 168)

**Go Fitness: (12 min)**

- Alphabet Walk (Card 11)

**Go Activity: (15 min)**

- Stunt Double Tag (Card 111)

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

- Limber Letters (Card 168)

Recess 1:45pm - 2:00pm

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

**AEROBIC GAMES - #1**

**Standards**

**2.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.



- 3 Laps

**Warm-up: FORTUNE COOKIE**

**EQUIPMENT:** One bench or table, several 3" x 5" file cards; marking pen

**ORGANIZATION:**

- Prepare at least twenty "Fortune Cookie" cards (3" x 5" colored cardboard) on which are written aerobic, strength, or flexibility exercises.
- Make the Aerobic ones green; the Strength ones red; and the Flexibility cards yellow.
- Spread the "Fortune Cookie" cards along the top of a bench, face down. Fortune Cookie cards can be used throughout the year to introduce "breaks" into the lesson. Have the players scatter over the play area.

**DESCRIPTION OF ACTIVITY: *Print out and laminate the suggested colors***

1. On the signal "Go," all players run in the general space. When I call one of you by name, run to the Fortune Cookie bench, select a card, and read it aloud to the class; then hand it to me.
2. Everyone then performs the Fortune Cookie task. When finished, jog on the spot until everyone else has finished
3. On "Go!", run again in the general space until another player is called to pick a Fortune Cookie card.  
*Continue.*

**Fortune Cookies:**

- Touch the middle of each sideline and endline of the

**PE.2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**PE.4** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**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.

**2.2h** Perform large motor movement alone or with others.

**2.2i** Manipulate objects with large muscles.

**2.3f** Demonstrate an

- Aerobic warm-up; passing
- Cardiovascular endurance; heart-rate

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: DROP 'N RUN**

**EQUIPMENT:** One ball per player; lively music

**ORGANIZATION:**

- Have players find a partner; one partner gets a ball. Partners scatter around the play area about four paces apart.

**DESCRIPTION OF ACTIVITY:**

1. On the signal "Pass," partners run briskly around the play area, passing the ball back and forth to each other.
2. If the ball is dropped while passing, your pair must jog once around the outside of the play area with one partner holding the ball. Then return to the play area to pass and catch once more.
3. 3. When the music stops, exchange partners and continue.

**VARIATION:**

- a. Use a variety of objects such as beanbags, utility balls, basketballs, volleyballs, or soccer balls to pass and catch.
- b. Use other locomotor movements: skip, gallop, slide-step.
- c. Challenge players to move further apart as they throw and catch

**ACTIVITY: BENCH-STEP TEST**

**EQUIPMENT:** Several benches; monitoring stopwatches or digital watches; paper and pencils

**ORGANIZATION:**

- Discuss the meaning of ENDURANCE.
  - Endurance is the ability of your body to do work over a long period of time.
  - One way to test your cardiovascular and muscular endurance is by performing a two-

- Squat; place hands behind head in Backward Roll position, except that the hands are placed behind the head to form a triangle with the head. As you roll backward, stretch the trunk and legs upward to support yourself on hands and head.
- Spotters, stand at side of performer. Pull upward on performer's thighs.

4. **Fishflop:** Start in the long-sit position; then do a Backward Roll into a Headstand. At the same time, raise the head slightly and push with hands. Roll smoothly onto the chest and down the tummy, taking your weight on your hands to lie on the mat.
  - Spotters, stand at side and pull up on ankles; then lower to mat.
5. **Forward Belly Roll:** Stand, fall forward, and at the same time arch your body to roll over your knees, tummy, and chest to a Headstand. Hold balance; then do a Forward Roll. Remember to push hard with the hands as they first meet the mat.
  - Spotters, stand at side and pull up on ankles.
6. **Backward Belly Roll:** Stand; then sit to do a Backward Roll to a Head-stand. Overbalance, lift your head to raise your chin as high as possible, and arch your entire body. Push up with the hands to roll backward onto chest, tummy, and knees to stand.
  - Spotters, pull up on ankles; then lower ankles and thighs to the mat.

**ACTIVITY: THE BACKWARD ROLL**

**EQUIPMENT:** One mat per pair; spotting; one ball per pair

**ORGANIZATION:**

**2.PE.7** Actively engage in health enhancement class in response to instruction and practice.

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

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

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

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

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

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

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

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

**Objectives:**

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

**Lesson / Instruction**

**Procedures: (10 min)**



gyn.

- Crab-walk the width of the play area.
- Do **8** Jumping Jacks in each corner with a partner.
- Jog around the boundaries **twice**: Jog forward on the sidelines and backward on the endlines.
- Do **8** knee-hugs in each corner.
- Stand, extend arms sideways; circle arms forward **10** times; circle arms backward **10** times.
- Sit on **12** different lines.
- Do **4** push-ups in each corner.
- Slide-step around the boundaries.
- Give "High ten" to **8** different people,
- Do a **4-body part** balance with a partner.
- Do **4** half jump-turns on the spot; then do **2** full jump-turns. Jump first in one direction, then in the opposite.
- Step up and down on **3** different benches, **12** times for each bench.

**ACTIVITY: SWIM ROUTINE.**

**EQUIPMENT:** Selected music such as the Beach Boys "Surfin' Safari";  
**ORGANIZATION:**

- This routine provides a fun aerobic activity while enhancing a sense of rhythm.
- Have children find their own home space and face you.

awareness of her body in space.

**2.3h** Adapt movements to specific situations.

**2.4a** React to participation in daily routines.

**2.4c** Indicate needs and wants.

**2.6a** Attempt new large and small motor activities.

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

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

**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.

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

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

**Objectives:**

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

**Lesson / Instruction**

**Procedures: (10 min)**

minute Bench-Step exercise on (12-inch) high benches.

- Have players find a partner: one partner is the performer; the other, the timer.
  - The timer will tell the performer when to begin and when to stop for taking pulse rates and performing the bench-step exercise.
  - The timer will also count aloud: "Up, Up, Down, Down." This is one complete cycle.
  - The performer paces themselves to complete two cycles every five seconds, or twenty-four cycles every minute.

**DESCRIPTION OF ACTIVITY:**

- Timer, take the performer's **RESTING HEART RATE** for fifteen seconds; then multiply by four to arrive at the pulse for a minute. **Record** the RHR.
- Performer, on signal "Go!" bench-step for two minutes:
  - Step up onto the bench, first with one foot, then with the other, so that you are standing tall on the bench.
  - Step down with the original leading foot, then with the other, to the floor.
  - Change leading foot every ten step-ups so that both legs lead.

- Have the players find a partner, then get a mat, and take it to a free space. Explain that the partners should take turns at performing and spotting.

**DESCRIPTION OF ACTIVITY:**

- Backward Roll**  
**Technique:** Start in the squat position with back to the mat. Place hands pointing back over shoulders with palms up and thumbs near neck. Tuck chin down onto chest. To start the roll, sit on mat and push backward with toes, keeping in the tucked position. As you roll, bring knees to chest and roll onto your back. Push off mat with hands to land in the squat position on toes, not on knees. Make sure your weight is taken equally on both hands and not on the head. Hold balance.
    - Spotters: Position yourself at side of partner and kneel on the knee away from her or him. Assist by placing one hand under head at the back of the neck and the other under the hip. Thrust in direction of the roll. Help partner gain enough speed to get the body weight over the hands. Gradually allow performer to roll without your help.
  - Stand to Stand:** Stand, then squat, keeping feet and knees in as close to body as possible. Roll back, push hard with the hands, bring the legs over quickly to land in a standing position.
  - Rock into Backward Roll:** Sit, rock back and forth to gain momentum, and then backward roll to squat position.
  - Backward Roll Series:** How many backward rolls can you do in a row and finish in the squat position?
- Backward Roll Variations:**
- Squat cross-legged, backward roll, and finish

- 3 Laps
- Drinks
- Bathroom

**Warm-Up: (5 min)**

- Limber Letters (Card 168)

**Go Fitness: (12 min)**

- Alphabet Walk (Card 11)

**Go Activity: (15 min)**

- Stunt Double Tag (Card 11)

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

- Limber Letters (Card 168)

Practice Time 2:45pm - 3:30pm



- Make sure that everyone can see you.
- Emphasize that children cannot touch others as they move and that they should try to move in time with the music.
- Have players take their Working Heart Rates for fifteen seconds immediately after stopping the activity.

**DESCRIPTION OF ACTIVITY:**

- Let's pretend that our play area is the beach and we are going to go for a swim!
  - On signal "**Beach!**" jog anywhere around the play area for sixteen counts. Change directions often.
  - On signal "**Front Crawl!**" stay on the spot while lifting one arm, then the other up, forward, and around to eight slow counts, just as if you were swimming in water.
  - On signal "**Back Crawl!**" lift one arm then the other up, back, and around for four slow counts; then repeat for eight quick counts. Now place your hands on hips, and jump with feet together to the left side, then two counts to the right side. "Push" your hips out to that side each time.
  - On signal "**Beach!**" jog in free space again for sixteen counts.

- 3 Laps
- Drinks
- Bathroom

**Warm-Up: (5 min)**

- Limber Letters (Card 168)

**Go Fitness: (12 min)**

- Alphabet Walk (Card 11)

**Go Activity: (15 min)**

- Stunt Double Tag (Card 111)

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

- Limber Letters (Card 168)

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

**FRISBEE UNIT:  
Lesson #6**

**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.

**4.PE.11** Reflect on personal social

- Remember to keep a steady step-up rhythm.
  - Performer, quickly sit down on the bench while the timer takes your pulse rate for fifteen seconds, multiplies by four, and records. This is your **WORKING HEART RATE**.
  - Now, performer, rest quietly for one minute in a sitting position.
    - Then take pulse for another fifteen seconds, multiply by four, and record.
    - Take pulse again at the two-minute mark, three-minute mark, four-minute mark, and five-minute mark.
    - These are called **RECOVERY HEART RATES**.
  - **Compare** the Recovery Heart Rate to your Resting Heart Rate after five minutes.
    - Are they about the same? (*The fitter you become, the quicker your heart will return to its resting heart rate!*)
- Reverse partner roles and repeat.*

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

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

**Valentine's Day  
Activities**

**Standards**

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

**MU:Cr2.1.3b** Use standard and/or iconic notation and/or recording technology to document personal

- in cross-legged position. Do a series of these.
- Backward roll to finish on one leg only.
- Start in the straddle position. Do three backward rolls and finish in the straddle position.
- Backward roll, holding a ball between your knees.
- Create your own backward roll variation.

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

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

**AEROBIC GAMES - #1**

**Standards**

**1.PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.

**1.PE.3** Move in self-space.

**1.PE.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 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



- On signal "**Breast Stroke**," stay on the spot while bringing straight arms together forward and then opening them to each side for eight slow counts.

2. Repeat the sequence in part 3. Then on signal "**Beach!**" jog again in free space for sixteen counts.

1. On signal "**Sidestroke!**" stay on the spot as you roll hand over hand; then extend one arm upward and at the same time the other arm downward. Repeat this action, alternating arms for eight slow counts.

3. Repeat sequence in part 3; then jog in place for another eight counts while you do your own Swim stroke, such as the "**Dog Paddle**," until the music ends.

**VARIATION:**  
"**Butterfly**": Add this swim stroke to the routine in part 8 above by having children jump forward while at the same time throwing their arms back, around, and forward for eight slow counts.

Lunch 11:12am - 12:12pm

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

**100th Day of School & Valentine's Day Activites**

**Standards**

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

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**

- Stop & Drop (Card 238)

**Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- I Need a Pizza (Card 119-120)

**Go Activity: Flying Disk:**

**CATCH Challenge Level**

**1**

- Repair the Ozone (Card 429)

Recess 1:45pm - 2:00pm

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

**FRISBEE UNIT:  
Lesson #6**

**Standards**

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

**3.PE.3** Discuss the origin of a game,

rhythmic and melodic musical ideas.

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

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

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

**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.

**Objectives:**

- Musical Valentine's Day School Dancing, Singing, and Music Worksheets

**Lesson / Instruction**

**Valentines Hunt**

**Party?Brain**

**Break?Unicorn**

**Hunt?Cupid Hunt Freeze**

**Dance** Video-Coach Corey Martin

- Link: <http://youtu.be/oZKkA156AUI?si=VfTYomuNdaD7N6Uf>

class environments.

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

**Objectives:**

- Improve fitness
- Increase energy
- Better skills
- Learn sport and recreation
- Have fun!

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-Up: (5 min)**

- Limber Letters (Card 168)

**Go Fitness: (12 min)**

- Alphabet Walk (Card 11)

**Go Activity: (15 min)**

- Stunt Double Tag (Card 111)

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

- Limber Letters (Card 168)

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

**Valentine's Day Activites**

**Standards**

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

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

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

**MU:Re9.1** Evaluate - Support evaluations



understanding.  
**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: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:Pr4.2.PreKa** With substantial guidance, explore and demonstrate awareness of musical contrasts.

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

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

**MU:Pr6.1** Present - Perform expressively,

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

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks

**Valentine's Day Music Activities and Worksheets** Music Theory Review

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

**Valentine's Day Activities**

**Standards**

**MU:Cn11.0.5a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**MU:Pr4.2.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

**5** Reading and notating music.

**Objectives:**

- Musical Valentine's Day Dancing, Singing, and Music Worksheets

**Lesson / Instruction**

1. **Cupid's Freeze Dance Party! Valentines Day Brain Break | Games For Kids | Just Dance | GoNoodle - P.E. with Mr. G**
  - Link: <http://youtu.be/oZKkA156AUI?si=VfTYomuNdaD7N6Uf>
2. **Valentine's Day Music Packet - Document**

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

**FRISBEE UNIT: Lesson #6**

**Standards**

**4.PE.3** Discuss the

of musical works and performances based on analysis, interpretation, and established criteria.

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

**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.

**Objectives:**

- Musical Valentine's Day School Dancing, Singing, and Music Worksheets

**Lesson / Instruction**

**Valentines Hunt Party?Brain Break?Unicorn Hunt?Cupid Hunt Freeze Dance** Video-Coach Corey Martin

- Link: <http://youtu.be/oZKkA156AUI?si=VfTYomuNdaD7N6Uf>

**Valentine's Day Music Activities and Worksheets** Music Theory Review

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

**Valentine's Day Activites**

**Standards**

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



with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**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:**

- Musical Valentine's Day and 100th Day of School Dancing, Singing, and Music Worksheets

**Lesson / Instruction**

- **Chicka Boom** ♡ **Valentine's Day Song for Kids** ♡ Kids Dance Song - **Video** ♡ by The Learning Station
  - Link: <http://youtu.be/e/6PA3ewtp3ng>
- **A Tisket A Tasket Lyric Valentine's Day Song:** **Video** - The Kiboomers Preschool Songs
  - Link: <http://youtu.be/e/9V2c7nuYMDk>
- **Valentine's Day Freeze I Jack Hartmann** - **Video**
  - Link: <http://youtu.be/avaVid8K7U>
- **Valentines. Valentines. What Colors Do You See** - **Video** - The Kiboomers Preschool Songs & Nursery Rhymes
  - Link: <http://youtu.be/Ey2IMp49gtE>
- **100th Day of School Collaborative Music Poster**
  - Link: <http://www.teachspayteachers.com/My-Purchases>

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

- 3 Laps

**Warm-up: Go Fitness: Muscular Strength & Endurance**

- Stop & Drop (Card 238)

**Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- I Need a Pizza (Card 119-120)

**Go Activity: Flying Disk:**

**CATCH Challenge Level**

1

- Repair the Ozone (Card 429)

Practice Time 2:45pm - 3:30pm

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 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

relate knowledge and personal experiences to make music.

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

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

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

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

**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.

**Objectives:**

- Musical Valentine's Day School Dancing, Singing, and Music Worksheets

**Lesson / Instruction**



**100th Day of School & Valentine's Day Activites**

**Standards**

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

**MU:Cn11.0.2a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

**MU:Pr6.1.2a** Perform music for a specific purpose with expression and technical accuracy.

**MU:Pr6.1.2b** Perform appropriately for the audience and purpose.

**Objectives:**

- Musical Valentine's Day and 100th Day of School Dancing, Singing, and Music

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**

- Stop & Drop (Card 238)

**Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Rhythms**

- I Need a Pizza (Card 119-120)

**Go Activity: Flying Disk:**

**CATCH Challenge Level**

**1**

- Repair the Ozone (Card 429)

Recess 2:30pm - 2:45pm

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

**Valentine's Day Activities**

**Standards**

**MU:Cn11.0.6a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

**5** Reading and notating music.

**Valentines Hunt**

**Party?Brain**

**Break?Unicorn**

**Hunt?Cupid Hunt Freeze**

**Dance** Video-Coach Corey Martin

- Link: <http://youtu.be/oZKkA156AU?si=VFTYomuNdaD7N6Uf>

**Valentine's Day Music**

**Activities and**

**Worksheets** Music Theory

Review



Worksheets

**Lesson / Instruction**

- Valentines Hunt**  
**Party♥Brain**  
**Break♥Unicorn**  
**Hunt♥Cupid Hunt**  
 Freeze Dance Video-  
 Coach Corey Martin  
 1. *Link:*  
<http://youtu.be/oZKkA156AUI?si=VfTYomuNdaD7N6Uf>
- Valentine's Day Music Worksheets - Documents**
- 100th Day of School Collaborative Music Poster - Poster from TPT**  
 ◦ *Link:*  
<http://www.teacherspayteachers.com/My-Purchases>

**Objectives:**

- Musical Valentine's Day Dancing, Singing, and Music Worksheets

**Lesson / Instruction**

- Cupid's Freeze Dance Party! Valentines Day Brain Break | Games For Kids | Just Dance | GoNoodle - P.E. with Mr. G**  
 ◦ *Link:*  
<http://youtu.be/oZKkA156AUI?si=VfTYomuNdaD7N6Uf>
- Valentine's Day Music Packet - Document**

**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 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 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.

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

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

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

**MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the



elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/ style, and phrasing) convey intent.

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

**Objectives:**

- Practice simple songs as well as their piece for the Spring Concert

**Lesson / Instruction**

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

**Tuning**

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

*Once Players are Warmed Up:*

1. **Tune the Band** -
  - a. **Instruction and Evaluation** - relating to various aspects of musicianship, including:
    - a. rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
  - b. **Activities and Assessments** - that develop and evaluate critical thinking, in particular as it



- relates to the day's primary rehearsal selection
- c. **Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

**(5 mins) The Familiar**

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

1. **Play music confidently before starting the primary rehearsal selection**
  - a. Select a short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min), and play it with as few 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)