



Monday 03/23/2026	Tuesday 03/24/2026	Wednesday 03/25/2026	Thursday 03/26/2026	Friday 03/27/2026
School Day 124	School Day 125	School Day 126	School Day 127	School Day 128
Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am
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	Choir - 7 & 8 8:17am - 9:05am
<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 YOUR HEAD ON MY SHOULDER</b>
<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Standards</b>	<b>Standards</b>
<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr2.1.7a</b> Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p><b>MU:Cr2.1.7b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as appropriate</p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.2.7b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p><b>MU:Pr6.1.7a</b> Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Cr3.1.7a</b> Evaluate</p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr2.1.7a</b> Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p><b>MU:Cr2.1.7b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as appropriate</p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.2.7b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p><b>MU:Pr6.1.7a</b> Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Cr3.1.7a</b> Evaluate</p>	<p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr2.1.7a</b> Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p><b>MU:Cr2.1.7b</b> Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as appropriate</p>



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:**

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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**

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:*

- 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*

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**MU:Re8.1** Interpret -



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

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

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

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

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

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

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

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

### Badminton Unit

#### 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.14** Accept responsibility for improving one's own

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

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

### Badminton Unit

#### 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.16** Provide encouragement and feedback to peers

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.

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

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

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



melodic phrases, and harmonic sequences.

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

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

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

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

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

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

**Objectives:**

- Practice and improve fundamental striking and badminton skills (racket grip, forehand, backhand, ready position)
- Actively participate in badminton lead-up games and challenged to utilize learned skills and develop physical

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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without prompting from teacher.

**8.PE.17** Apply rules and etiquette by acting as an official during modified games, dance and rhythm.

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

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

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

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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**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*

fitness

- Have fun being physically active

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**(5 min) Introductory Activities/Warm-Up:**

- In pairs, line up along the net line and hit back and forth (called rallying)

**(12 min) Skill Development-Concept: Square Game – court movement patterns**

- In pairs, form a square with 4 spots, 1 bean bag per pair.
- Students have to try to toss the bean bag underhanded and make their partner miss catching the bean bag for a point.
- Progression: switch to tossing a birdie instead of a bean bag so students can see how a birdie flies through the air

**Rules:**

- Ball has to go above head height
- Person has to get 1 foot out of the square each time after they toss it
- Score by making the other person miss the toss, or have the other person throw the ball out of the square

**(15 min) Culminating Activity**

- Protect the dots game – movement patterns
- 4 spots, one for the tosser, 1 in the middle for the catcher, 2 scoring spots to the left and right 2m. from the middle spot (diamond shape)
- Tosser stands on his/her spot and tries to throw the bean bag onto one of the scoring spots, the catcher has to get there and catch it, toss it back, and then go back to their middle spot
- Each partner tosses for 2 minutes and then switch
- Each partner will get two or three 2-minute attempts at catching, depending on time

**Rules:**

- Tosser has to throw underhand
- Tosser hits the spot, 1 point; catcher catches 4 in a row, 1 point
- If catcher gets 8 in a row and 2 points, move

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**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm Up (5 min)**

- Practice volleying a birdie back and forth to a partner

**Main Activity: Badminton (35 min) Need:** Net, Badminton Racquets, and Birdies

- Play:** With four in a team, play a game with all the rules taught thus far
  - Review:** Serving (which side is the service side, when to switch sides, etc)

**Cool-down (5 min)**

- Let students know that we will be wrapping up soon, and to cool down with light "rallying."

Lunch 11:12am - 12:12pm

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

**Standards**

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

**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

**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*



*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

the spots out 1 m. to make the game more difficult

- If the tosser wins 2 points, move the spots in to make it easier for the catcher
- If the tosser misses the spot and/or the catcher does not catch the beanbag, no points are awarded

**Progression:**

- Tosser switches to tossing a birdie, with the catcher still using hands.

**Progression:**

- The catcher now uses a racket but holds it at the neck of the racket.
- The tosser now tosses a birdie instead of a beanbag.
- Instead of competing with one another, the pairs will work together to get as many hits in a row as they can, and compete against all the other pairs.
- Each partner will have the racket for 2-minute intervals, then they will switch.

**Closure**

- Bring the students in; ask them questions about what made the activities successful. Reiterate our main points of the lesson.

*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.
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(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

from a teacher.

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

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

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

**1.PE.2** Combine locomotor and nonlocomotor motor skills in a teacher-designed dance.

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

**1.PE.4** Differentiate between fast and slow speeds, strong and light force.

**1.PE.7** Actively engage in health enhancement class.

**Objectives:**

- Proper warm-up, cool-down, and stretching techniques
- Spatial awareness (location, direction, pathways), relationships
- Balancing, transferring weight
- Effort (time)
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up:**

- 3 Laps around the gym

**Go Fitness (12 min)**

- Crows and Cranes (Card 116-117)

**Go Fitness: Mighty**

**Muscles:**

**Strength Activities (10 min)**

- Tunnel Train (Card 133-134)

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

- Partner High 5 Together (Card 12)

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

**RECORDERS: HOW**

*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.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.

Lunch 11:12am - 12:12pm

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

**Standards**

- K.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills.
- K.PE.3** Move in different pathways, general space with different speeds, and in personal space to a rhythm.
- K.PE.5** Identify active play opportunities outside health enhancement class.
- K.PE.6** Actively participate in health enhancement class.
- K.PE.7** Recognize that physical activity

Prep 9:08am - 10:07am

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

**Badminton Unit**

**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.14** Accept responsibility for improving one's own levels of physical activity and fitness.
- 8.PE.16** Provide encouragement and feedback to peers

Prep 9:08am - 10:07am

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

**Badminton Unit**

**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.16** Provide encouragement and feedback to peers without prompting from teacher.
- 8.PE.17** Apply rules and etiquette by acting as an official



**8.PE.17** Apply rules and etiquette by acting as an official during modified games, dance and rhythm.

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

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

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

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

**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.

**Objectives:**

- Proper warm-up, cool-down, and stretching techniques
- Spatial awareness location, direction, pathways), relationships
- Balancing, transferring

causes physical changes.

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

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

**K.PE.10** Acknowledge responsibility for behavior when prompted.

**K.PE.11** Follow instruction and direction when prompted.

**K.PE.12** Recognize the established protocol for class activities.

**K.PE.13** Share equipment and space with others.

**K.PE.14** Recognize differences in ideas, cultures, and body types.

**K.PE.15** Follow teacher directions for safe participation and proper use of equipment with minimal reminders.

**K.PE.16** Understand that physical activity is important for good health.

**K.PE.17** Acknowledge that some physical activities are challenging or difficult; and

**K.PE.18** Identify physical activities that result in a positive personal experience while playing with friends.

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.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.

**Objectives:**

- Practice and improve fundamental striking and badminton skills (racket grip, forehand, backhand, ready position)
- Actively participate in badminton lead-up games and challenged to utilize learned skills and develop physical fitness
- Have fun being physically active

**MUCH IS THAT DOGGIE IN THE WINDOW**

**Standards**

**MU:Cr1.1.3b** Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

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

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

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

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

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

**Objectives:**

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

**Lesson / Instruction**

**Students will:**

during modified games, dance and rhythm.

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

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

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

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

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

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

**Objectives:**

- Practice and improve fundamental striking and badminton skills (racket grip, forehand, backhand, ready position)



weight

- Effort (time)
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up:**  
**Sharks & Minnows Dodgeball (Grade 4th=8th)**

**Setup:**

- Most of your players will be minnows along one end (length) of the gym.
- There are 2 sharks, one on each side of the width of the gym, who will have all the balls

**Objective:**

- Minnows try to swim (run) across to the other side without getting caught (hit by the ball) by the sharks.

**To Play:**

- On the "Go!" signal, minnows run, and sharks will throw the balls to hit the minnows
- Anyone who gets hit becomes a shark.
- Minnows then run back and forth the length of the gym, trying not to get caught by the Sharks.
- Play until everyone's caught.

**Introductory Activities:**

- In pairs, line up along the net line and hit back and forth (called rallying)

**(12 min) Skill**

**Development-Concept:**  
**Square Game – court movement patterns**

- In pairs, form a square with 4 spots, 1 bean bag per pair.
- Students have to try to toss the bean bag underhanded and make their partner miss catching the bean bag for a point.
- Progression: switch to tossing a birdie instead of a bean bag so students can see how a birdie flies through the air

**Rules:**

- Ball has to go above head height
- Person has to get 1 foot out of the square each time after they toss it
- Score by making the other person miss the toss, or have the other person throw the ball out of the square

**(15 min) Culminating Activity**

- Protect the dots game – movement patterns
- 4 spots, one for the

**Objectives:**

- Proper warm-up, cool-down, and stretching techniques
- Spatial awareness location, direction, pathways, relationships
- Balancing, transferring weight
- Effort (time)
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up:**

- 3 Laps around the gym

**Go Fitness (12 min)**

- Crows and Cranes (Card 116-117)

**Go Fitness: Mighty**

**Muscles:**

**Strength Activities (10 min)**

- Tunnel Train (Card 133-134)

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

- Partner High 5 Together (Card 12)

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

**Badminton Unit**

**Standards**

**4.PE.1** Use a combination of motor skills to engage in a variety of activities.

**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.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-

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm Up (5 min)**

- Practice volleying a birdie back and forth to a partner

**Main Activity: Badminton (35 min) Need:** Net, Badminton Racquets, and Birdies

- **Play:** With four in a team, play a game with all the rules taught thus far
  - **Review:** Serving (which side is the service side, when to switch sides, etc)

**Cool-down (5 min)**

- Let students know that we will be wrapping up soon, and to cool down with light "rallying."

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

- Continue learning notes and the fingering of those notes on the recorder
- Practice the new song for the Spring Concert
- Play easy songs from the Essential Elements Recorder Book if time

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

**DRUM CIRCLE: ROCKIN' ROBIN**

**Standards**

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

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

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

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

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

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

**MU:Cr1.1.5b** Generate musical ideas (such as rhythms,

- Actively participate in badminton lead-up games and challenged to utilize learned skills and develop physical fitness
- Have fun being physically active

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm Up (5 min)**

- Practice volleying a birdie back and forth to a partner

**Main Activity: Badminton (35 min) Need:** Net, Badminton Racquets, and Birdies

- **Play:** With four in a team, play a game with all the rules taught thus far
  - **Review:** Serving (which side is the service side, when to switch sides, etc)

**Cool-down (5 min)**

- Let students know that we will be wrapping up soon, and to cool down with light "rallying."

Lunch 11:12am - 12:12pm

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

**BOOMWACKERS: SEE YA LATER ALLIGATOR**

**Standards**

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

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

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

**MU:Cr2.1** Plan and Make - Select and develop musical



tosser, 1 in the middle for the catcher, 2 scoring spots to the left and right 2m. from the middle spot (diamond shape)

- Tosser stands on his/her spot and tries to throw the bean bag onto one of the scoring spots, the catcher has to get there and catch it, toss it back, and then go back to their middle spot
- Each partner tosses for 2 minutes and then switch
- Each partner will get two or three 2-minute attempts at catching, depending on time

**Rules:**

- Tosser has to throw underhand
- Tosser hits the spot, 1 point; catcher catches 4 in a row, 1 point
- If catcher gets 8 in a row and 2 points, move the spots out 1 m. to make the game more difficult
- If the tosser wins 2 points, move the spots in to make it easier for the catcher
- If the tosser misses the spot and/or the catcher does not catch the beanbag, no points are awarded

**Progression:**

- Tosser switches to tossing a birdie, with the catcher still using hands.

**Progression:**

- The catcher now uses a racket but holds it at the neck of the racket.
- The tosser now tosses a birdie instead of a beanbag.
- Instead of competing with one another, the pairs will work together to get as many hits in a row as they can, and compete against all the other pairs.
- Each partner will have the racket for 2-minute intervals, then they will switch.

**Closure**

- Bring the students in; ask them questions about what made the activities successful. Reiterate our main points of the lesson.

Lunch 11:12am - 12:12pm

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

**SINGING/  
CHOREOGRAPHY:  
JAILHOUSE ROCK**

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.

**Objectives:**

- Practice and improve fundamental striking and badminton skills (racket grip, forehand, backhand, ready position)
- Actively participate in badminton lead-up games and challenged to utilize learned skills and develop physical fitness
- Have fun being physically active

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**(5 min) Introductory Activities/Warm-Up:**

- In pairs, line up along the net line and hit back and forth (called rallying)

**(12 min) Skill Development-Concept: Square Game – court movement patterns**

- In pairs, form a square with 4 spots, 1 bean bag per pair.

contour).

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

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

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

melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

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

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

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

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

**Objectives:**

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

**Lesson / Instruction**

**Students will:**

- Learn about the timing of beats and rhythm regarding playing along with a song
- Create a drum circle in which each student

ideas for defined purposes and contexts

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

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

**MU:Cr3.1.1a** With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

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

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

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

**MU:Pr4.2.1b** When analyzing selected music, read and



**& Graduation song**

**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.

- Students have to try to toss the bean bag underhanded and make their partner miss catching the bean bag for a point.
- Progression: switch to tossing a birdie instead of a bean bag so students can see how a birdie flies through the air

**Rules:**

- Ball has to go above head height
- Person has to get 1 foot out of the square each time after they toss it
- Score by making the other person miss the toss, or have the other person throw the ball out of the square

**(15 min) Culminating**

**Activity**

- Protect the dots game – movement patterns
- 4 spots, one for the tosser, 1 in the middle for the catcher, 2 scoring spots to the left and right 2m. from the middle spot (diamond shape)
- Tosser stands on his/her spot and tries to throw the bean bag onto one of the scoring spots, the catcher has to get there and catch it, toss it back, and then go back to their middle spot
- Each partner tosses for 2 minutes and then switch
- Each partner will get two or three 2-minute attempts at catching, depending on time

**Rules:**

- Tosser has to throw underhand
- Tosser hits the spot, 1 point; catcher catches 4 in a row, 1 point
- If catcher gets 8 in a row and 2 points, move the spots out 1 m. to make the game more difficult
- If the tosser wins 2 points, move the spots in to make it easier for the catcher
- If the tosser misses the spot and/or the catcher does not catch the beanbag, no points are awarded

**Progression:**

- Tosser switches to tossing a birdie, with the catcher still using hands.

**Progression:**

- The catcher now uses a racket but holds it at the neck of the racket.
- The tosser now tosses a birdie instead of a

performance.

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

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

has their own part in supporting the song to be performed

- Explore possible improvisation opportunities for the song with the drums

perform rhythmic patterns using iconic or standard notation.

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

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

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

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

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

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

**MU:Re7.2** Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**MU:Re8.1.1a** With limited guidance,



**MU:Cr3.2.PreKa** With 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 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 substantial guidance, practice and demonstrate what they like about their own performances.

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

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

- beanbag.
- Instead of competing with one another, the pairs will work together to get as many hits in a row as they can, and compete against all the other pairs.
  - Each partner will have the racket for 2-minute intervals, then they will switch.

**Closure**

- Bring the students in; ask them questions about what made the activities successful. Reiterate our main points of the lesson.

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

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

**Badminton Unit**

**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.4** Recognize the concept of open space in movement context.

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

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

**3.PE.11** Work independently for extended periods of time.

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

**3.PE.13** Recognize

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

**Objectives:**

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

**Lesson / Instruction**

**Students will:**

- Learn about the 1950's 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

demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

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

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

**Objectives:**

- Create a Boomwacker song

**Lesson / Instruction**

**Students will:**

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

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

**Standards**

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

**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



appropriate to the audience and context.

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

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

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

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

**Objectives:**

- 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

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.

**Objectives:**

- Practice and improve fundamental striking and badminton skills (racket grip, forehand, backhand, ready position)
- Actively participate in badminton lead-up games and challenged to utilize learned skills and develop physical fitness
- Have fun being physically active

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**(5 min) Introductory**

**Activities/Warm-Up:**

- In pairs, line up along the net line and hit back and forth (called rallying)

**(12 min) Skill**

**Development-**

**Concept:**

**Square Game – court movement patterns**

- In pairs, make a square with 4 spots, 1 bean bag for each pair.
- Students have to try to toss the bean bag underhanded and make their partner miss catching the bean bag for a point.
- Progression: switch to tossing a birdie instead of a bean bag so students can see how birdie flies through the air

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.

behaviors, following rules, taking turns).

**K.PE.10** Acknowledge responsibility for behavior when prompted.

**K.PE.11** Follow instruction and direction when prompted.

**K.PE.12** Recognize the established protocol for class activities.

**K.PE.13** Share equipment and space with others.

**K.PE.14** Recognize differences in ideas, cultures, and body types.

**K.PE.15** Follow teacher directions for safe participation and proper use of equipment with minimal reminders.

**K.PE.17** Acknowledge that some physical activities are challenging or difficult; and

**Objectives:**

- Proper warm-up, cool-down, and stretching techniques
- Spatial awareness (location, direction, pathways), relationships
- Balancing, transferring weight
- Effort (time)
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up:**

- 3 Laps around the gym

**Go Fitness (12 min)**

- Crows and Cranes (Card 116-117)

**Go Fitness: Mighty**

**Muscles:**

**Strength Activities (10 min)**

- Tunnel Train (Card 133-134)

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

- Partner High 5 Together (Card 12)



relate knowledge and 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

**Rules:**

- Ball has to go above head height
- Person has to get 1 foot out of square each time after they toss it
- Score by making the other person miss the toss, or have the other person throw the ball out of the square

**(15 min)**

**Culminating**

**Activity**

**Protect the dots**

**game –**

**movement**

**patterns**

- 4 spots, one for the tosser, 1 in the middle for the catcher, 2 scoring spots to the left and right 2m. from the middle spot (diamond shape)
- Tosser stands on his/her spot and tries to throw the bean bag onto one of the scoring spots, the catcher has to get there and catch it, toss it back, and then go back to their middle spot
- Each partner tosses for 2 minutes and then switch
- Each partner will get two or three 2 minute attempts at catching, depending on time

**Rules:**

- Tosser has to throw underhand
- Tosser hits the spot, 1 point; catcher catches 4 in a row, 1 point
- If catcher gets 8 in a row and 2 points, move the spots out 1 m. to make game more difficult
- If the tosser wins 2 points,

**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

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

**Badminton Unit**

**Standards**

**5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.

**5.PE.3** Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures.

**5.PE.7** Actively participate in all activities of health

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

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

**Standards**

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

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

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

**2.PE.12** Accept specific corrective feedback from a teacher.

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

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

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

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

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

**Objectives:**

- Proper warm-up, cool-down, and stretching techniques
- Spatial awareness (location, direction, pathways, relationships)
- Balancing, transferring



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:Pr4.2.2a** 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

move the spots in to make it easier for the catcher

- If tosser misses the spot and/or catcher does not catch the beanbag, no points are awarded

**Progression:**

- Tossers switches to tossing a birdie, with the catcher still using hands.

**Progression:**

- The catcher now uses a racket but holds it at the neck of the racket.
- The tosser now tosses a birdie instead of a beanbag.
- Instead of competing with one another, the pairs will work together to get as many hits in a row as they can, and compete against all the other pairs.
- Each partner will have the racket for 2-minute intervals, then they will switch.

**Closure**

Bring the students in; ask them questions about what made the activities successful. Reiterate our main points of the lesson.

Practice Time 2:45pm - 3:30pm

enhancement class.

**5.PE.9** Identify the need for warm-up and cool-down activities related to various physical activities.

**5.PE.10** Participate in physical activity with responsible interpersonal behavior.

**5.PE.11** Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.

**5.PE.12** Give corrective feedback respectfully to peers.

**5.PE.13** Critique the etiquette involved in rules of various activities.

**5.PE.14** Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.

**5.PE.15** Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**5.PE.16** Apply safety principles with physical activities.

**Objectives:**

- Practice and improve fundamental striking and badminton skills (racket grip, forehand, backhand, ready position)
- Actively participate in badminton lead-up games and challenged to utilize learned skills and develop physical

- weight
- Effort (time)
- Enjoy physical activity

**Lesson / Instruction**

**Warm Up:**

- 3 Laps around the gym

**Go Fitness (12 min)**

- Crows and Cranes (Card 116-117)

**Go Fitness: Mighty**

**Muscles:**

**Strength Activities (10 min)**

- Tunnel Train (Card 133-134)

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

- Partner High 5 Together (Card 12)

Practice Time 2:45pm - 3:30pm



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

- fitness
- Have fun being  
physically active

#### Lesson / Instruction

##### Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

##### (5 min) Introductory

##### Activities/Warm-Up:

- In pairs, line up along  
the net line and hit  
back and forth (called  
rallying)

##### (12 min) Skill

##### Development-

##### Concept:

##### Square Game – court movement patterns

- In pairs, make a  
square with 4 spots, 1  
bean bag for each pair.
- Students have to try to  
toss the bean bag  
underhanded and  
make their partner  
miss catching the bean  
bag for a point.
- Progression: switch to  
tossing a birdie instead  
of a bean bag so  
students can see how  
birdie flies through the  
air

##### Rules:

- Ball has to go  
above head  
height
- Person has to  
get 1 foot out of  
square each  
time after they  
toss it
- Score by  
making the  
other person  
miss the toss,  
or have the  
other person  
throw the ball  
out of the  
square

##### (15 min)

##### Culminating

##### Activity

##### Protect the dots game –

##### movement patterns

- 4 spots, one for the



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

tosser, 1 in the middle for the catcher, 2 scoring spots to the left and right 2m. from the middle spot (diamond shape)

- Tosser stands on his/her spot and tries to throw the bean bag onto one of the scoring spots, the catcher has to get there and catch it, toss it back, and then go back to their middle spot
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**Progression:**

- Tosser switches to tossing a birdie, with the catcher still using hands.

**Progression:**

- The catcher now uses a racket but holds it at the neck of the racket.
- The tosser now tosses a birdie instead of a beanbag.
- Instead of competing with one another, the pairs will work together to get as many hits in a row as they can, and



- 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.

- compete against all the other pairs.
- Each partner will have the racket for 2-minute intervals, then they will switch.

#### **Closure**

Bring the students in; ask them questions about what made the activities successful.

Reiterate our main points of the lesson.

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



**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.

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-



**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*

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:**
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  - 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."**



*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)

**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

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  - d. style (genre)