




Monday 03/09/2026	Tuesday 03/10/2026	Wednesday 03/11/2026	Thursday 03/12/2026	Friday 03/13/2026
School Day 115	School Day 116	School Day 117	School Day 118	No School
Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am		<b>No School Day</b>
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>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>	
<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</p>	



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

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

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

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

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

Objectives:

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

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

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

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

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

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

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

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

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



- 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.

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

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

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

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

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

**MU:Re8.1** Interpret -

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

**Lesson / Instruction**

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



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.14** Accept responsibility for improving one's own levels of physical

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,

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2. Rehearse this selection in sections
3. Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
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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



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.

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

**Objectives:**

- Teamwork, cooperation

**Lesson / Instruction**

**WARM UP: FOUR**

**CORNERS**

- A simple, active game

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.

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

**Objectives:**

- Participate in a tag-based game that develops cardiovascular endurance
- Using scoops, practice throwing objects accurately to a target

**Lesson / Instruction**

**WARM UP: ROCK**

**PAPER SCISSORS TAG**

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



for building reaction speed.

**ACTIVITY: CROSS THE RIVER**

- Students cross the gym (river) with their team while avoiding touching the water.

**Objective:**

- Move the entire team from one side of the gym/field to the other.

**Rules:**

- If any part of your body touches the "water," your entire team must start over
- All members must stay on the equipment.
- No sliding or throwing the PE equipment

**Setup:**

- Create a "river" area using cones or ropes. Give teams polypots to act as stepping stones.
- Select 5-7 students for each team, but can modify and adjust for different situations.
  - Setup is for one class; for double classes, double the equipment.
- Give K-2 students 1 more dot than the members of their team
- Give 3rd-5th students the same number of dots as team members

**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.

3. **Humming Warm-Ups**

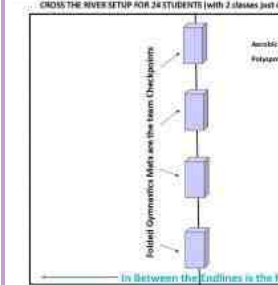
- Place tip of your tongue behind bottom front teeth and hum from C3 up to C5, while keeping your mouth closed.
- Each note should sound like "hmmm" — including the "h" sound is less taxing on your voice.
  - Good warm-up because it doesn't put a lot of strain on your vocal cords.

4. **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.

5. **Two-Octave Pitch Glide Warm-Up**

- Make "eeee" or "ohhhh" sound gradually gliding through chromatic scale (all keys) from C3 to C5.
  - This transitions



**Level 1: Get to the "Island"**

- In this level, students will learn how to get across the river with their team and attempt to make it to the island (gymnastics mats folded up).

**Level 2: Cross the River**

- In this level, students will attempt to cross the ENTIRE river. If they make it to the island (hula hoops), it acts as a "Checkpoint" where they can "Save their game". If they fall in after saving their game, they can start over at the island.

**Level 3: You Lost a Rock**

- In this level, students once again attempt to

- Students jog in self-space until music stops, then find a partner for rock-paper-scissors, and the loser performs a quick exercise before the music starts again
- Example exercises:** jumping jacks, push-ups, jump ropes

**ACTIVITY: SCOOP BALL**

- Set up hoops on each side of the gym (horizontally)
- Students work in pairs, with one behind one hoop, and the other behind the other hoop
- Students throw small balls (with their scoops) across the gym to land in the hoop
  - 2 points for in the hoops
  - 1 point for within a scoop's length

Lunch 11:12am - 12:12pm

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

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

**Standards**

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

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

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

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

**MU:Cr1.1.Kb** With

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

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

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

**Objectives:**

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

**Lesson / Instruction**

**Warm Up (whole class):**

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



get their entire team to the island. However, you have some bad news for all the teams... The water has picked up, and they've lost one of their rocks!

- They must use creativity and brainstorm a way to get to the island with one less rock.
- One hint I give kids on this level is "You need to think outside the Box!"

**Level 4: Cross the River**  
Again

- Same as level 2, but with one less rock this time. Checkpoint stays the same.

**Level 5: Double Up**

- In this level, combine teams and have them attempt to make it to the island.
- Then, combine all their equipment and cross the river together.

**Variations:**

- *Different equipment, blindfolds, and obstacles to the river create mines with bowling pins*
- *Students cross the gym, dodging "boulders" (dodgeballs) thrown by taggers*
- **Cooperative:** Teams must work together to move all equipment forward
- **Tag/Dodgeball:** A "bridge keeper" throws balls at players trying to cross.
- **Educational:** Incorporate questions (e.g., "If you are wearing blue, cross the river").

Lunch 11:12am - 12:12pm

Music - Pre K 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:Cn10.0.PreKa** Demonstrate how interests, knowledge, and skills relate to personal choices 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.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.

guidance, generate musical ideas (such as movements or motives).

**MU:Cr2.1.Ka** With guidance, demonstrate and choose favorite musical ideas.  
**MU:Cr2.1.Ka** With guidance, organize personal musical ideas using iconic notation and/or recording technology.  
**MU:Cr3.1.Ka** With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.  
**MU:Pr4.1** Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.  
**MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.  
**MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.  
**MU:Pr4.2.Ka** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.  
**MU:Pr4.3.Ka** With

gradually gliding through chromatic scale (all keys) from C3 to C5.

- *This transitions from your chest voice to your head voice to warm up all areas.*

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- 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



intent when creating, performing, and responding to music.

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

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

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

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

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

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

**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.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:**

- Participate in a strength-focused, cooperative warm-up
- Participate in a tag-based game that develops cardiovascular endurance

**Lesson / Instruction**

**Warm Up: Bridges and Rivers**

- A strength-focused, cooperative warm-up.

**Setup:**

- Students are divided into either the **bridges** or the **rivers** group
- When music starts, students move around the gym in self-space
- When music stops, either the **river** or the **bridge** is called by the teacher
- If the **river** is called, the bridges make a bridge with their body, and the river goes

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

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

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

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

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

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

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

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

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

**Objectives:**

- Warm-up game improves agility, coordination, and core strength by having students move on their hands and feet.
  - Physical: Develops core stability, arm strength, and coordination.
  - Social: Encourages teamwork and cooperation for rescue.
- Activity to develop volleyball skills in a



**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 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

under as many bridges as possible before the music starts again

- If **bridges** are called, the rivers lie flat on the floor, and the rivers must jump over as many bridges as possible before the music starts again
- LINK: [http://youtu.be/5fJAYYhodzo?si=\\_cRs4LPGu3PHxKCV](http://youtu.be/5fJAYYhodzo?si=_cRs4LPGu3PHxKCV)

**Activity: 3 Ball**

- A tag-based game to develop cardiovascular endurance.
- LINK: <http://youtu.be/QMwvmja0Dqo?si=9z3yLhfONVtQy620>

**Setup:**

- Three dodgeballs, one in the middle of the center line, 2 on the edge of the freethrow line.
- Students stand outside the marked-off court area

**Rules:**

- When the whistle blows, all students move inside the marked-off area to try to retrieve the ball
- If they get the ball, they must freeze (can pivot) and try to hit someone with the ball
- If they hit someone with the ball, that person must go outside the marked-off area
- The goal is to be the last one not out
- Students can get back in by grabbing a ball outside of the zone and tagging someone with it

Lunch 11:12am - 12:12pm

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

**AEROBIC GAMES - #5**

**Standards**

- 2.1c** Exhibit a variety of small motor skills.
- 2.1e** Engage in self-help skills.
- 2.1f** Perform increasingly more sophisticated actions requiring hand-eye coordination.
- 2.2a** Exhibit physical reflexes in response to stimulation.

reflect creators'/performers' expressive intent.

**Objectives:**

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

**Lesson / Instruction**

**Students will:**

- Learn about the 1950's era and the music that was popular at the time
- Look at the Jailhouse Rock sheet music (Musecore) to understand all of the musical elements of the piece
- Listen to the song, then follow along singing with the sheet music
- The goal is to sing together as a class in tune

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

**ORFF: LOVE ME TENDER**

**Standards**

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

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

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

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

controlled manner.

**Lesson / Instruction**

**WARM UP:**

**"DANGEROUS DOGS**

An active PE warm-up game designed to improve agility, coordination, and core strength by having students move on their hands and feet.

**Setup:**

- Define a play area and select 1-3 "Hunters" (taggers) who may hold a foam ball or scarf.
  - **Movement:** All other students are "Dangerous Dogs" who must move on their hands and feet (crawling/bear crawl) rather than running.
  - **Tagging:** Hunters try to hit the dogs below the waist with a soft, foam ball.
  - **Freezing:** If a dog is hit, they must freeze in place.
  - **Rescuing:** A frozen dog can be freed if another dog crawls under them.

**Goal:** The game continues until all dogs are caught or the time limit expires.

**Safety:** Using soft foam balls and restricting movement to crawling reduces collision risks compared to running tag games.

**Variations:**

- **Backyard Dog Tag:** Divide the area into quadrants, with one dog in each, where they can tag players within their zone.
- **Speed Chasers:** Use a tagger to eliminate players within a zone to increase speed.

**ACTIVITY: BEACH**

**VOLLEYBALL**

- Create teams and use beachballs to play a controlled volleyball game.

Lunch 11:12am - 12:12pm

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

**AEROBIC GAMES - #5**

**Standards**

- 1.PE.1** Perform



music.

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

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

**Objectives:**

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

**Lesson / Instruction**

**Students will:**

- Learn about the 1950's era and the music that was popular at the time
- Look at the Jailhouse Rock sheet music (Musecore) to understand all of the musical elements of the piece
- Listen to the song, then follow along singing with the sheet music
- The goal is to sing together as a class in tune

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

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

**Standards**

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

**2.2b** Develop muscle tone and strength in trunk, neck, head, arms and legs.

**2.2c** Use developing motor skills to move more independently.

**2.2d** Develop coordination to use motor skills with toys.

**2.2e** Demonstrate skills to move in the environment.

**2.2f** Refine motor coordination and skills to play with toys and people.

**2.2g** Demonstrate increased ability to use skills requiring balance.

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

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

**2.3a** Respond to touch, movement, and sound.

**2.3b** Focus eyes on near and far objects.

**2.3c** Calm with assistance.

**2.3e** Manipulate materials to explore sound.

**2.3f** Demonstrate an awareness of her body in space.

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

**2.3i** Demonstrate concepts through movement.

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

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

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 from a teacher.

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

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

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

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

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

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

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

**1.PE.9** Identify warm-up and cool-down activities related to vigorous physical activity.



purposes and contexts

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

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

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

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

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

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

**2.4c** Indicate needs and wants.

**2.4d** Take and interest in meeting physical needs.

**2.4e** Participate in healthy routines.

**2.4f** Communicate with an adult when not feeling well.

**2.4g** Participate in bathroom routines with growing independence.

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

**2.6b** Participate in simple movement games.

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

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

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

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

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

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

**2.7d** Recognize

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**

**PLASTIC HOOP:  
Lesson #1**

**Standards**

**4.PE.3** Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.

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

**4.PE.4** Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

**2.1c** Exhibit a variety of small motor skills.

**2.1e** Engage in self-help skills.

**2.1f** Perform increasingly more sophisticated actions requiring hand-eye coordination.

**2.2a** Exhibit physical reflexes in response to stimulation.

**2.2b** Develop muscle tone and strength in trunk, neck, head, arms and legs.

**2.2c** Use developing motor skills to move more independently.

**2.2d** Develop coordination to use motor skills with toys.

**2.2e** Demonstrate skills to move in the environment.

**2.2f** Refine motor coordination and skills to play with toys and people.

**2.2g** Demonstrate increased ability to use skills requiring balance.

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

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

**2.3a** Respond to touch, movement, and sound.

**2.3b** Focus eyes on near and far objects.

**2.3c** Calm with assistance.

**2.3e** Manipulate materials to explore sound.



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

**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

rules and follow basic safety instructions.

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

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

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

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

**2.7i** Control or appropriately express intense emotions most of the time.

- Objectives:**
- 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)**

- Automobile (Card 57)

**Go Fitness: (12 min)**

- Race and Reach (Card 169)

**Go Activity: (15 min)**

- Musical Hoops (Card 65)

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

- Automobile (Card 57)

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

**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

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

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

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

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

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

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

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

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

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

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: Go Fitness: Cardiovascular**

**Efficiency: Aerobic Games**

- Pirates' Treasure (Card 62)

**Go Fitness: Floor**

**2.3f** Demonstrate an awareness of her body in space.

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

**2.3i** Demonstrate concepts through movement.

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

**2.4c** Indicate needs and wants.

**2.4d** Take and interest in meeting physical needs.

**2.4e** Participate in healthy routines.

**2.4f** Communicate with an adult when not feeling well.

**2.4g** Participate in bathroom routines with growing independence.

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

**2.6b** Participate in simple movement games.

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

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

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

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



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

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 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
- Teamwork, cooperation

**Lesson / Instruction**

**Hockey: CATCH**

**Challenge Level I**

- Black Ice (Card 403)
- Go Activity: Plastic Hoop**
- Individual Hoop Challenges (Card 466-467)

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

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

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

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

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

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

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

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

**2.7i** Control or appropriately express intense emotions most of the time.

**Objectives:**

- 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)**

- Automobile (Card 57)

**Go Fitness: (12 min)**

- Race and Reach (Card 169)

**Go Activity: (15 min)**

- Musical Hoops (Card 65)

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

- Automobile (Card 57)

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



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**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic Games**

- Pirates' Treasure (Card 62)

**ACTIVITY: CROSS THE RIVER**

- Students cross the gym (river) with their team while avoiding touching the water.

**Objective:**

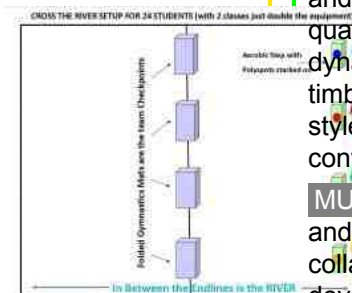
- Move the entire team from one side of the gym/field to the other.

**Rules:**

- If any part of your body touches the "water," your entire team must start over
- All members must stay on the equipment.
- No sliding or throwing the PE equipment

**Setup:**

- Create a "river" area using cones or ropes. Give teams polypots to act as stepping stones.
- Select 5-7 students for each team, but can modify and adjust for different situations.
  - Setup is for one class; for double classes, double the equipment.
- Give K-2 students 1 more dot than the members of their team
- Give 3rd-5th students the same number of dots as team member



**Level 1: Get to the "Island"**

- In this level, students will learn how to get across the river with their team and attempt to make it to the island (gymnastics mats folded up).

**Level 2: Cross the River**

- In this level, students will attempt to cross the ENTIRE river. If they make it to the island (hula hoops), it

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 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

**RECORDERS: BLUEBERRY HILL**

**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:**

- Begin learning about the recorder



**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 -

acts as a "Checkpoint" where they can "Save their game". *If they fall in after saving their game, they can start over at the island.*

Level 3: You Lost a Rock

- In this level, students once again attempt to get their entire team to the island. However, you have some bad news for all the teams... The water has picked up, and they've lost one of their rocks!
- They must use creativity and brainstorm a way to get to the island with one less rock.
- One hint I give kids on this level is "You need to think outside the Box!"

Level 4: Cross the River

Again

- Same as level 2, but with one less rock this time. Checkpoint stays the same.

Level 5: Double Up

- In this level, combine teams and have them attempt to make it to the island.
- Then, combine all their equipment and cross the river together.

**Variations:**

- *Different equipment, blindfolds, and obstacles to the river create mines with bowling pins*
- *Students cross the gym, dodging "boulders" (dodgeballs) thrown by taggers*
- **Cooperative:** Teams must work together to move all equipment forward
- **Tag/Dodgeball:** A "bridge keeper" throws balls at players trying to cross.
- **Educational:** Incorporate questions (e.g., "If you are wearing blue, cross the river").

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

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

**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

perform.

**Objectives:**

- 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**

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

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

**DRUM CIRCLE: ROCKIN' ROBIN**

**Standards**

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

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

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

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

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

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

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



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**

- Embouchure Warmers** - long tones and lip slurs, generally directed downward - [Lessons 1-4, pg. 75-79](#).
- Arm and Finger Warmers** -

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
- Teamwork, cooperation

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**Warm-up: Go Fitness:**

**Rehearsal** - *Receives the most attention during the rehearsal*

- Go beyond the "woodshedding" stage, ready to enter the next phase of learning in sections
- Rehearse this selection in sections
- Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
- 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*

- Thoroughly familiarize students with a "fresh" piece of music
- Rehearse in sections, repeating and drilling as necessary

**(5 min) Sight Reading** -

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

- Choose a **NEW SELECTION** of music and read it in its entirety, recognizing elements of music:
  - rhythm (patterns)
  - melody (scale)
  - harmony (arpeggio - one note after another rising or descending)
  - style (genre)

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 has their own part in supporting the song to be performed



**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

**Cardiovascular**

**Efficiency: Aerobic**

**Games**

- Pirates' Treasure (Card 62)

**ACTIVITY: CROSS THE RIVER**

- Students cross the gym (river) with their team while avoiding touching the water.

**Objective:**

- Move the entire team from one side of the gym/field to the other.

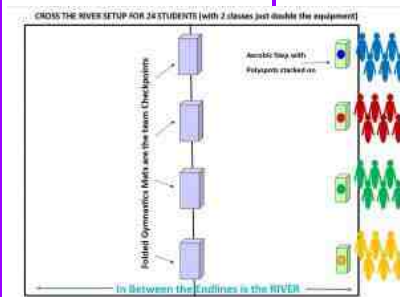
**Rules:**

- If any part of your body touches the "water," your entire team must start over
- All members must stay on the equipment.
- No sliding or throwing the PE equipment

**Setup:**

- Create a "river" area using cones or ropes. Give teams polypots to act as stepping stones.
- Select **5-7 students for each team**, but can modify and adjust for different situations.
  - Setup is for one class; for double classes, double the equipment.
- Give **K-2 students** 1 more dot than the members of their team
- Give **3rd-5th students** the same number of dots as team members

- Explore possible improvisation opportunities for the song with the drums



**Level 1: Get to the "Island"**

- In this level, students will learn how to get across the river with their team and attempt to make it to the island (gymnastics mats folded up).

**Level 2: Cross the River**

- In this level, students will attempt to cross the ENTIRE river. If they make it to the island (hula hoops), it acts as a "Checkpoint" where they can "Save their game". *If they fall in after saving their game, they can start over at the island.*



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*

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  - c. harmony (arpeggio - one note after another rising or descending)
  - d. style (genre)

**Level 3: You Lost a Rock**

- In this level, students once again attempt to get their entire team to the island. However, you have some bad news for all the teams... The water has picked up, and they've lost one of their rocks!
- They must use creativity and brainstorm a way to get to the island with one less rock.
- One hint I give kids on this level is "You need to think outside the Box!"

**Level 4: Cross the River Again**

- Same as level 2, but with one less rock this time. Checkpoint stays the same.

**Level 5: Double Up**

- In this level, combine teams and have them attempt to make it to the island.
- Then, combine all their equipment and cross the river together.

**Variations:**

- *Different equipment, blindfolds, and obstacles to the river create mines with bowling pins*
- *Students cross the gym, dodging "boulders" (dodgeballs) thrown by taggers*
- **Cooperative:** Teams must work together to move all equipment forward
- **Tag/Dodgeball:** A "bridge keeper" throws balls at players trying to cross.
- **Educational:** Incorporate questions (e.g., "If you are wearing blue, cross the river").

Practice Time 2:45pm - 3:30pm