



Monday 03/02/2026	Tuesday 03/03/2026	Wednesday 03/04/2026	Thursday 03/05/2026	Friday 03/06/2026
School Day 110	School Day 111	School Day 112	School Day 113	School Day 114
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
CHOIR: MR. SANDMAN & PUT YOUR HEAD ON MY SHOULDER	BAND: ROCK AROUND THE CLOCK	CHOIR: MR. SANDMAN & PUT YOUR HEAD ON MY SHOULDER	BAND: ROCK AROUND THE CLOCK	CHOIR: MR. SANDMAN & PUT YOUR HEAD ON MY SHOULDER
<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p>MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p>MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>MU:Cr3.1.7a Evaluate</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p>MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p>MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>MU:Cr3.1.7a Evaluate</p>	<p>Standards</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate</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:

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

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and reasons for choices.

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MU:Re8.1 Interpret -

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

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

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

Once Players are Warmed Up:

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

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

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

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

and reasons for choices.

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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

Ultimate Frisbee Outside

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

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Prep 9:08am - 10:07am

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

Soccer Outside

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

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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.

improving one's own levels of physical activity and fitness.

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

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

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

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

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

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

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

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Objectives:

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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*

Objectives:

- Cooperatively play Ultimate Frisbee in 2 teams
- Maintain good sportsmanship during games

Lesson / Instruction

Students will:

- Take 4 large cones for goal markers outside to create an Ultimate Frisbee Field
- Split into 2 teams to play a full game of Ultimate Frisbee

Lunch 11:12am - 12:12pm

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

Rock Wall Climbing

Standards

2.1c Exhibit a variety of small motor skills.

2.1d Scribble with a crayon or marker.

2.1e Engage in self-help skills.

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

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

2.2c Use developing motor skills to move more independently.

2.2e Demonstrate skills to move in the environment.

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to

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 - This transitions*

- Cooperatively play soccer in teams outside, weather prevailing
- Maintain good sportsmanship during games

Lesson / Instruction

Students will:

- Take 3-4 nets outside and create teams to play soccer
- Create two teams
- Play soccer with good sportsmanship

Lunch 11:12am - 12:12pm

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

Rock Wall Climbing

Standards

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

1.PE.3 Move in self-space.

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

1.PE.6 Discuss the benefits of being active and exercising or playing.

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

1.PE.8 Understand muscles that grow strong with physical activity.

1.PE.10 Accept personal responsibility by using equipment and space appropriately.

1.PE.12 Respond appropriately to general feedback from a teacher.

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

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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

Volleball Outside

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

specific situations.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.7c Respond to warnings and redirection for unsafe behaviors an 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:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall

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

Rock Wall

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.5 Describe and apply a variety of movement concepts.

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

8.PE.7 Identify the

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.18 Understand that challenges in physical activities can lead to success; and

1.PE.19 Describe positive results gained from participating in physical activities with others.

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

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

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

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

Badminton Outside

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.

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:

- Cooperatively play volleyball in teams
- Maintain good sportsmanship during games

Lesson / Instruction

- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

Lesson / Instruction

Students will:

- Climb the rock wall and color while waiting in line.

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

Rock Wall Climbing

Standards

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

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

4.PE.6 Analyze opportunities for participating in physical activities outside health enhancement class.

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

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

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

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

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

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

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

8.PE.15 Explain practices that promote responsible behavior of self and others in a variety of physical activities.

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

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

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

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
- 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

without prompting from teacher.

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

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

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

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

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

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

Objectives:

- Cooperatively play badminton in several teams
- Maintain good sportsmanship during games

Lesson / Instruction



Students will:

- Take 3-4 nets outside and create teams to play volleyball

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 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

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:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

Lesson / Instruction

Students will:

- Climb the rock wall and color while waiting in line.

Recess 1:45pm - 2:00pm

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

Rock Wall Climbing

Standards

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

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

3.PE.10 Practice personal responsibility in

other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

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

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

Objectives:

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

Lesson / Instruction

Students will:

- Take turns climbing the rock wall or a free-choice activity if not
 - **NOTE: TEACHER MUST STAY PRESENT AT THE ROCK WALL SO THEY FOLLOW THE RULES**

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.

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 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

Students will:

- Take 3-4 nets outside
- Create teams
- Play with good sportmanship

Lunch 11:12am - 12:12pm

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

**BOOMWACKERS:
SEE YA LATER
ALLIGATOR**

Standards

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

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

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

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

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

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

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



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.

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

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 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.

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

Lesson / Instruction

Students will:

- Climb the rock wall and color while waiting in line.

Practice Time 2:45pm - 3:30pm

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

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

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

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

MU:Cr2.1.Ka With guidance, organize personal musical 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

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
- Explore possible improvisation opportunities for the song with the drums

teacher feedback to refine personal musical ideas.

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

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

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

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

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

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

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

MU:Pr6.1.1a With



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 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

performances, individually or in collaboration with others.

MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

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

MU:Pr5.1.Ka With guidance, apply personal, teacher, 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

limited guidance, perform music for a specific purpose with expression.

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

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

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

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

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

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



- 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 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.

response. Enduring Understanding:
Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

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

Objectives:

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

Lesson / Instruction

Students will:

- 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

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

Rock Wall Climbing

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 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



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:Pr4.2.2a 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

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

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

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

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

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

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

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

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and

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:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

Recess 1:45pm - 2:00pm

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

Rock Wall Climbing

Standards

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

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

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

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

2.PE.11 Accept responsibility for class protocols with



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 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

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

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

**FRISBEE UNIT:
Lesson #9**

Standards

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

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.18 Compare physical activities that bring confidence and challenges; and

- Objectives:**
- To move safely from the ground to a desired objective on the climbing surface, and return.
 - Improve gross motor skills as children use their arms and legs to scale the wall
 - Enhance fine motor skills as children grip the hand holds and move about the wall.
 - Develop social skills with other students as they talk with their friends as they climb together

Practice Time 2:45pm - 3:30pm



their implications for performance.

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

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

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

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

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

contributions and cultures.

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

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

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

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

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

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

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

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

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

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



Objectives:

- Explain/review music theory concepts
- Begin practicing the Elvis piece for the Spring Concert

Lesson / Instruction

Students will:

- Listen and ask questions regarding the music piece selected for the Spring Concert
- Practice their part of the music individually on chosen instruments
- Work toward playing together as a class the entire song
- NOTE: Use sheet music in 5th grade folder

Recess 2:30pm - 2:45pm

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

BAND: ROCK AROUND THE CLOCK

Standards

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

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

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

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

MU:Pr4.2.7b When analyzing selected music, read and identify by name or

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

- Barker's Hoopla (Card 59-60)

Go Fitness: Floor

Hockey: Skill

Development Activities

- Super Stick Handling Skills (Card 399-400)

Go Activity: Flying Disk:

CATCH Challenge Level

II

- Keep Away (2 on 1) (Card 431)

Recess 2:30pm - 2:45pm

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

BAND: ROCK AROUND THE CLOCK

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



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-

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.

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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,



developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

Objectives:

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

Lesson / Instruction

(10 mins) Warm-Up and Tuning

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

Once Players are Warmed Up:

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

(5 mins) The Familiar

Selection - [EG, Lesson #16, pg. 97 "Hot Cross Buns."](#)

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

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 - c. **Choral** (all together) - allow students to use



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

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

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

(10 min) The Secondary Rehearsal Selection -

Woodshed (rehearse difficult passages until played flawlessly), a selection which has recently been sight-read

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

(5 min) Sight Reading -

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

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

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
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