




Monday 04/13/2026	Tuesday 04/14/2026	Wednesday 04/15/2026	Thursday 04/16/2026	Friday 04/17/2026
School Day 134	School Day 135	School Day 136	School Day 137	School Day 138
Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	 Assembly
Choir - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am	Choir - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am	Breakfast Duty 8:00am - 8:17am
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 - 7 & 8 8:17am - 9:05am
Standards	Standards	Standards	Standards	Standards
MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.	MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.	MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
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.	MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.	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.	MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.	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.
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.	MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate	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: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.	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: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.
	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	MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.	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.
	MU:Cr3.1.7a Evaluate		MU:Cr3.1.7a Evaluate	MU:Cr3.1.7a Evaluate



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

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

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

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

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

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

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

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

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

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

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

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

Objectives:

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

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MU: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
(10 mins) Warm-Up and Tuning

1. **Embouchure Warmers** - long tones and lip slurs, generally directed downward - **Lessons 1-4, pg. 75-79:**

2. **Arm and Finger Warmers - Excellerators**
a. Scales, intervals, arpeggios, articulations (how each note is played, e.g., fermata, staccato)

Once Players are Warmed Up:

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

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

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

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

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.

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



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

Softball

Standards

8.PE.1 Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.

8.PE.16 Provide encouragement and feedback to peers

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

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



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.

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.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:

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.

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



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:

- Cardiovascular fitness, jumping skills, cooperative group skills
- Actively participate in lead-up games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

- Team Run & Jump (Card 37)

Main Activity: (35 min)

Need:

- Softball Slide and Move (Card 491)
- Home Run Derby (Card 493)

Cool-down (5 min)

- Help put all the equipment away

Lunch 11:12am - 12:12pm

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

T-Ball/Baseball Outside or Aerobic Games #6

Standards

2.1c Exhibit a variety of small motor skills.

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

2.2a Exhibit physical reflexes in response to stimulation.

2.2e Demonstrate skills to move in the environment.

2.2h Perform large motor movement alone or with others.

2.3b Focus eyes on near and far objects.

2.3f Demonstrate an awareness of her body in space.

2.6a Attempt new large and small motor

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Objectives:

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Lesson / Instruction

Warm Up (whole class):

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 - This transitions*

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

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up Minefield (10 min)

Equipment:

- A variety of objects, such as beanbags, squeaky toys, balloons, cones, ropes, and hoops.

How to Play:

- Randomly place the objects around the play area.
 - This is the minefield.
- Then, ask students to choose a partner.
 - One child is blindfolded, and the other must guide them through the minefield to the other side without touching any of the objects.
 - Students are not allowed to touch each other and must guide their partner with spoken directions.

Main Activity: (35 min)

Need:

- Help put all the equipment away

Lunch 11:12am - 12:12pm

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

T-Ball/Baseball Outside or Aerobic Games #6

Standards

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

1.PE.3 Move in self-

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:

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Lesson / Instruction

Warm Up (whole class):

- Light cardio - walk around the school
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- Two-Octave Pitch Glide Warm-Up
 - Make "eeee" or "ohhhh" sound



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.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

activities.

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

2.6f Participate in physically active games with peers.

Objectives:

- Exhibit a variety of small motor skills
- Perform increasingly more sophisticated actions requiring hand-eye coordination.
- Exhibit physical reflexes in response to stimulation.
- Demonstrate skills to move in the environment. Perform large motor movement alone or with others.
- Focus eyes on near and far objects
- Demonstrate an awareness of her body in space.
- Attempt new large and small motor activities
- Participate in simple games, dance, outdoor play, and other forms of movement.
- Participate in physically active games with peers.

Lesson / Instruction

1. **Baseball Outside - Baseball Field**
Materials: Bat, Balls, Large Orange Cone for T-Square, polspots for bases
- Tailor play to grade level

If inclement weather:

Warm-Up: (5 min)

- Nice to Meet You (Card 10)

Go Fitness: (12 min)

- Frogs, Flies & Lily Pads (Card 128)

Go Activity: (15 min)

- See Ya' Later Alligator (Card 115)

Cool-down: (5 min)

- Nice to Meet You (Card 10)

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

Badminton Unit

Standards

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

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

Softball

Standards

8.PE.1 Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.

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

8.PE.17 Apply rules and etiquette by acting as an official

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.

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

Objectives:

- Exhibit a variety of small motor skills
- Perform increasingly more sophisticated actions requiring hand-eye coordination.
- Exhibit physical reflexes in response to stimulation.
- Demonstrate skills to move in the environment.
- Perform large motor movement alone or with others.
- Focus eyes on near and far

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

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

6. **Vocal Sirens Exercise**

- Make an "oooo" sound like a siren gradually from from C3 to C5.
 - The sound is continuous and covers tones between the notes.*

7. **Vocal Slides Technique**
(portamento, Italian for "the act of carrying")

- Slide from one note to the next in the diatonic scale (white keys) from C3 to C5.
 - USE: Do, Re, Me, solfege, and hand signs.*

Sing our Song

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

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

8.PE.17 Apply rules



rhythm.

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

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

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

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

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

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

Objectives:

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

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.15 Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

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

during modified games, dance and rhythm.

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

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

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

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

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

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

Objectives:

- Cardiovascular efficiency, muscular endurance
- Batting, catching, throwing, running bases, and teamwork

objects Demonstrate an awareness of her body in space.

- Attempt new large and small motor activities
- Participate in simple games, dance, outdoor play, and other forms of movement.
- Participate in physically active games with peers.

Lesson / Instruction

- Baseball Outside - Baseball Field**
Materials: Bat, Balls, Large Orange Cone for T-Square, polyspots for bases
1. Tailor play to each grade level

If inclement weather:

Warm-Up: (5 min)

- Nice to Meet You (Card 10)

Go Fitness: (12 min)

- Frogs, Flies & Lily Pads (Card 128)

Go Activity: (15 min)

- See Ya' Later Alligator (Card 115)

Cool-down: (5 min)

- Nice to Meet You (Card 10)

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

RECORDERS: HOW MUCH IS THAT DOGGIE IN THE WINDOW

Standards

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

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

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

MU:Pr4.2.3b When

and etiquette by acting as an official during modified games, dance and rhythm.

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

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

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

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

8.PE.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:

- Actively participate in lead-up games and



Lesson / Instruction

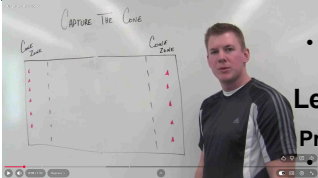
Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (10 min)

- Diagonal Dash (Card 25)

Main Activity: Capture the Cone (35 min)



Objective:

- Knock down the other team's cones and bring them to your side of the field
- Whoever has the most cones on their side at the end wins

Play:

- Split class into two teams (make sure they wear pinnies so they can keep track of who is on their team when throwing)
- Start teams on opposite ends of the gym in their cone area
- Players must move a ball (or Frisbee) down the field from person to person until they get to the cones (then knock them down)
 - Players can not move; they can only pivot when they have the ball
 - If the ball hits the floor, the other team gets the ball from where it dropped
 - If a player catches, then loses control of the ball, or if it hits a player but they don't catch it, the ball goes to the other team
- Once a cone/s is knocked down, a team member picks it up and takes it to the other side, and puts it in their cone area.

Cool-down (5 min)

- Help put all the equipment away

Lunch 11:12am - 12:12pm

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

SINGING/

Objectives:

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

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

- Practice volleying a birdie back and forth to a partner

Main Activity: Badminton (35 min) Need: Net,

Badminton Racquets, and Birdies

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

Cool-down (5 min)

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

Recess 1:45pm - 2:00pm

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

Badminton Unit

Standards

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

3.PE.3 Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.

3.PE.4 Recognize the concept of open space in movement context.

3.PE.7 Engage in

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

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

- Scatter Fitness (ard 71)

Main Activity: (35 min)

- Need:**
- All-Run Softball (Card 498)

Cool-down (5 min)

- Help put all the equipment away

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 guidance, generate musical ideas (such

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:

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

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

DRUM CIRCLE: ROCKIN' ROBIN

Standards

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

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

MU:Cr2.1 Plan and Make - Select and

- challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

- Pass the Hat (Card #73)

Main Activity: (35 min)

Need:

- Help put all the equipment away

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



**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 work(s) that meet appropriate criteria.

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

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.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.

3.PE.18 Discuss the challenge that comes from learning a new physical activity; and

Objectives:

- Practice and improve fundamental striking and badminton skills (racket grip, forehand, backhand, ready position)
- Actively participate in badminton lead-up

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 guidance, demonstrate

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 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

limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

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

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

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

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

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



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 guidance, apply personal, peer, and teacher feedback to refine performances.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and

games and challenged to utilize learned skills and develop physical fitness

- Have fun being physically active

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

- Practice volleying a birdie back and forth to a partner

Main Activity: Badminton

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

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

Cool-down (5 min)

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

Practice Time 2:45pm - 3:30pm

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 reflect creators'/performers'

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

apply personal, teacher, and peer feedback to refine performances.

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

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

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

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

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

MU:Re8.1.1a With limited guidance, 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



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 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

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 harmonic musical ideas.

music concepts (such as beat or pitch) are used in various styles of music for a purpose.

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

Objectives:

- Create a Boomwacker song

Lesson / Instruction

Students will:

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

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

T-Ball/Baseball Outside or Aerobic Games #6

Standards

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

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: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.

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

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

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

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

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

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

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

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

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical

types.

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

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).

Objectives:

- Exhibit a variety of small motor skills
- Perform increasingly more sophisticated actions requiring hand-eye coordination.
- Exhibit physical reflexes in response to stimulation.
- Demonstrate skills to move in the environment. Perform large motor movement alone or with others.
- Focus eyes on near and far objects
- Demonstrate an awareness of her body in space.
- Attempt new large and small motor activities
- Participate in simple games, dance, outdoor play, and other forms of movement.
- Participate in physically active games with peers.

Lesson / Instruction

1. **Baseball Outside - Baseball Field**
Materials: Bat, Balls, Large Orange Cone for T-Square, polypots for bases
 1. Tailor play to grade level

If inclement weather:

Warm-Up: (5 min)

- Nice to Meet You (Card 10)

Go Fitness: (12 min)

- Frogs, Flies & Lily Pads (Card 128)

Go Activity: (15 min)

- See Ya' Later Alligator



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 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

accuracy, and appropriate interpretation.

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

Objectives:

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

Lesson / Instruction

Students will:

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

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

Badminton Unit

Standards

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

5.PE.7 Actively participate in all activities of health enhancement class.

5.PE.8 Differentiate between skill-related and health-related fitness.

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

5.PE.10 Participate in physical activity with responsible

(Card 115)

Cool-down: (5 min)

- Nice to Meet You (Card 10)

Recess 1:45pm - 2:00pm

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

T-Ball/Baseball Outside or Aerobic Games #6

Objectives:

- Exhibit a variety of small motor skills
- Perform increasingly more sophisticated actions requiring hand-eye coordination.
- Exhibit physical reflexes in response to stimulation.
- Demonstrate skills to move in the environment. Perform large motor movement alone or with others.
- Focus eyes on near and far objects
- Demonstrate an awareness of her body in space.
- Attempt new large and small motor activities
- Participate in simple games, dance, outdoor play, and other forms of movement.
- Participate in physically active games with peers.

Lesson / Instruction

1. **Baseball Outside - Baseball Field**
Materials: Bat, Balls, Large Orange Cone for T-Square, polyspots for bases
1. Tailor play to grade level

If inclement weather:

Warm-Up: (5 min)

- Nice to Meet You (Card 10)

Go Fitness: (12 min)

- Frogs, Flies & Lily Pads (Card 128)

Go Activity: (15 min)

- See Ya' Later Alligator (Card 115)

Cool-down: (5 min)

- Nice to Meet You (Card 10)

Practice Time 2:45pm - 3:30pm



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 their implications for performance.

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

MU:Pr5.1 Rehearse,

interpersonal behavior.

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

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

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

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

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

Objectives:

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

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

- Practice volleying a birdie back and forth to a partner

Main Activity: Badminton

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

- **Play:** With four in a



Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

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

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

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

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

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

Objectives:

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

Lesson / Instruction

Students will:

- Listen and ask questions regarding the music piece

team, play a game with all the rules taught thus far

- **Review:** Serving (which side is the service side, when to switch sides, etc)

Cool-down (5 min)

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

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



- 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

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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

m the music with technical accuracy and stylistic expression to convey the creator's intent.

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

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

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

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

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional



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.

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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,

impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

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

Lesson / Instruction

(10 mins) Warm-Up and Tuning

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

Once Players are Warmed Up:

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

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

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



and determine when the music is ready to perform.

Objectives:

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Lesson / Instruction

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(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

- 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)



"rehearsing" this selection

(15 min) The Primary

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