






Monday 04/20/2026	Tuesday 04/21/2026	Wednesday 04/22/2026	Thursday 04/23/2026	Friday 04/24/2026
School Day 139	School Day 140	School Day 141	School Day 142	School Day 143
 Field Trip (3-5 Wildlife Film Festival 12pm-3pm)	Breakfast Duty 8:00am - 8:17am Choir - 7 & 8 8:17am - 9:05am	 Earth Day	Breakfast Duty 8:00am - 8:17am Choir - 7 & 8 8:17am - 9:05am	Breakfast Duty 8:00am - 8:17am Band - 7 & 8 8:17am - 9:05am
Breakfast Duty 8:00am - 8:17am	CHOIR: MR. SANDMAN & PUT YOUR HEAD ON MY SHOULDER	 Field Trip (6-8 Wildlife Film Festival 12pm-3pm)	CHOIR: MR. SANDMAN & PUT YOUR HEAD ON MY SHOULDER	BAND: ROCK AROUND THE CLOCK
Band - 7 & 8 8:17am - 9:05am	Standards	Breakfast Duty 8:00am - 8:17am	Standards	Standards
BAND: ROCK AROUND THE CLOCK	MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	Band - 7 & 8 8:17am - 9:05am	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.
Standards	MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.	BAND: ROCK AROUND THE CLOCK	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:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.	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 convey expressive intent.	Standards	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 convey expressive intent.	MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.
MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.	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: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:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.	MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate	MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.	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 Analyze - Analyze the structure and context of varied musical works and their implications for performance.	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: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: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		MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo,	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:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
		MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	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 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,	MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate	MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate



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

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

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

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

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

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

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,

and form.

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

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

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

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

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

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of

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:



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

Objectives:

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

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

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

and reasons for choices.

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

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

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

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

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

MU:Re8.1 Interpret -

notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

Objectives:

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

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

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

and reasons for choices.

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

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

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

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

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

MU:Re8.1 Interpret -

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

Lesson / Instruction
(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*



b. Do not spend time "rehearsing" this selection

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

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

(10 min) The Secondary Rehearsal Selection - *Woodshed (rehearse difficult passages until played flawlessly), a selection which has recently been sight-read*

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

(5 min) Sight Reading - *Once reviewed, this selection will move to the secondary rehearsal stage*

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

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

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,

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*

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

(10 min) The Secondary Rehearsal Selection - *Woodshed (rehearse difficult passages until played flawlessly), a selection which has recently been sight-read*

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

(5 min) Sight Reading - *Once reviewed, this selection will move to the secondary rehearsal stage*

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

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

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,

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

(10 min) The Secondary Rehearsal Selection - *Woodshed (rehearse difficult passages until played flawlessly), a selection which has recently been sight-read*

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

(5 min) Sight Reading - *Once reviewed, this selection will move to the secondary rehearsal stage*

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

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



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 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

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.

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 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

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.

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.

Objectives:



during small-side play by combining locomotor movements.

Objectives:

- Cardiovascular Efficiency
- 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 (10 min)

- Exercise Hunt (Card 75)

Main Activity: Shark Ball (35 min)

- <http://www.youtube.com/watch?v=bGCb-SYG78M>

Need: 1 foam ball, pinnies for both teams

Play: This game is a mixture of 'kickball' and 'sharks and minnows.'

- Minnows line up at baselines
- 1 player from each team starts as 'sharks' in the middle area
- Rock, paper, scissors to determine who will go first
- The winning player rolls the ball to the opposite team
- A player from the opposite team gets the ball and kicks it, and that team is going to try to run to the other side
- At the same time, the opposing team will try to run to the opposite side.
 - Essentially, the teams are going to switch spots.
- The 'minnows' can get "out" and become 'sharks' in one of two ways.
 - If the ball is caught (eg. the ball is rolled in, kicked, then caught, then the player who kicked it would be out and become a 'shark'.
 - If a 'minnow' from any team is hit below the waist with the ball

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*

challenge; and

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

Objectives:

- Muscular strength, endurance
- Actively participate in lead-up games and challenges to utilize learned skills and develop physical fitness
- Enhances accuracy and coordination
- Have fun being physically active

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (10 min)

Need: Music, Muscular Strength & Fitness Task Cards (#237-268), Cones, Jumps Ropes

- Fitness Trail (Card 228)

Main Activity: (35 min)

- Disc Golf

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,

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*

- 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

Warm Up (5 min)

- 3 Laps

Main Activity: (35 min)

- Water Balloon Target Practice:**
 - Use chalk to draw targets on a fence or a brick wall and let the kids aim away.
- Giant Bubbles:**
 - There is something inherently joyful about bubbles. You can make a giant bubble solution using water, dish soap, and a little bit of corn syrup or glycerin. Use two sticks and a loop of string to create bubbles larger than the children themselves! It's a great way to talk about surface tension and light refraction.

Cool-down (5 min)

- Help put all the equipment away

Lunch 11:12am - 12:12pm

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

BOOMWACKERS: DAY O (BANANA BOAT 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:Cr1.1 Imagine - Generate musical ideas for various purposes and



(whether the ball is thrown by someone, or it's rolling).

Objective: Try to get all the players from the opposing team 'out' and become sharks.

Possible Scenarios:

Multiple minnows could get out during each run, regardless of which team they are on

Important Notes:

- Sharks work together with their team.
- They can pass the ball, they can block or trap the other team, as long as there is no contact.
- Sharks may not grab, push, rip the ball away, or steal the ball.
- Players must always be on their feet.
- The minnow's only job is to run to the other side without getting tagged or hit with the ball
- If a minnow touches the ball at any time, they are out, and they become a shark.
- Victory is awarded when the other team's minnows are all eliminated.

Cool-down (5 min)

- Help put all the equipment away

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

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

- 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.*
- 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

Bocce Ball (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

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 performances, individually or in collaboration with

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

- 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.*
- 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

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 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



responding to music.

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

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

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

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

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

MU:Cr3.2.PreKa With substantial guidance, share revised personal musical ideas with peers.

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

MU:Pr4.3 Interpret - Develop personal

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.

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 response. Enduring Understanding: Response to music is

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

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 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



interpretations that consider creators' intent.

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

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

MU:Pr5.1.PreKa With substantial guidance, practice and demonstrate what they like about their own performances.

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

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

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

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

MU:Re8.1 Interpret -

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

Objectives:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

Getting Close to the Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

Lunch 11:12am - 12:12pm

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

Bocce Ball (outside)

Standards

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

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

MU:Cr3.1 Evaluate and Refine - Evaluate

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks

Warm Up (5 min)

- 3 Laps

Main Activity: (35 min)

Capture the Flag (outdoor activity):

- Divide the area into two territories
- Each team hides a "flag" (a bandana or old T-shirt works perfectly) in their territory.
- The goal is to sneak into the enemy's side, grab their flag, and bring it back to your home base without getting tagged.
 - If you are tagged in enemy territory, you go to "jail" and must wait for a teammate to rescue you. This game is fantastic for teaching strategy and teamwork.

Cool-down (5 min)

- Help put all the equipment away

Lunch 11:12am - 12:12pm

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

Bocce Ball (outside)

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.7 Actively engage in health enhancement class.

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

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' 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

Bocce Ball (outside)

Standards

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

K.PE.5 Identify active play opportunities outside health enhancement class.

K.PE.6 Actively



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

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

Objectives:

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

Lesson / Instruction

Students will:

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

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

UKULELE: AIN'T IT A SHAME

Standards

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

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

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

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.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

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

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b 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 activities.

2.6b Participate in simple movement games.

2.6c Initiate active play, exploration, and engagement with the environment.

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

2.6e Engage in activities requiring

and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

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

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

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

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

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

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

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

activity.

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.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

Objectives:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the

participate in health enhancement class.

K.PE.7 Recognize that physical activity causes physical changes.

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

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

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

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

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

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

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

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

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

Objectives:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins



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

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

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

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

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

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

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

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

new skills, without adult assistance.

2.6f Participate in physically active games with peers.

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

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

2.7d Recognize rules and follow basic safety instructions.

2.7f Understand and anticipate potential consequences of disregarding rules.

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

- Objectives:**
- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
 - The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

Getting Close to the Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

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

Bocce Ball (outside)

Standards

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

5.PE.3 Recognize that many different countries and

pallino (the target ball) than their opponents.

- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

Getting Close to the Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

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

the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

Getting Close to the Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

Recess 1:45pm - 2:00pm

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

Bocce Ball (outside)

Standards

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

2.PE.3 Identify games, sports, or dances performed in other cultures.

2.PE.6 Describe physical activities outside health enhancement class.



collaboration with others.

MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

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

Objectives:

- Review music theory concepts (ongoing) to understand music to perform
- Practice alone and with the class to play the Spring Concert song in unison

Lesson / Instruction

Students will:

- Practice individual parts of the song they are to perform for the Spring Concert
- Practice in concert with peers to perfect the musical piece they will be performing for the Spring Concert

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

ORFF: LOVE ME TENDER

Standards

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

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

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

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

Bocce Ball (outside)

Standards

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

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

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

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

3.PE.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

cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures.

5.PE.4 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.

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

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

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

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

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

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

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

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:

- 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

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.9 Describe warm-up and cool-down activities related to vigorous physical activity.

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

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

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

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

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

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

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

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



ideas for defined purposes and contexts

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

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

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

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

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

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

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

MU:Pr5.1.5a Apply teacher-provided and established criteria

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:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

Getting Close to the

Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have

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

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

Objectives:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

Getting Close to the

Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target

Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

Recess 2:30pm - 2:45pm

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

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 express intent, and explain connection to purpose and context.

MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology

Objectives:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed breakdown of the objectives:

Getting Close to the

Pallino:

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target

Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

Practice Time 2:45pm - 3:30pm



and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

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

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

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

Objectives:

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

Lesson / Instruction

Students will:

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

Recess 2:30pm - 2:45pm

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

BAND: ROCK AROUND THE CLOCK

Standards

- been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target

Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

Recess 1:45pm - 2:00pm

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

Bocce Ball (outside)

Standards

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

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

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

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

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

4.PE.10 Demonstrate responsible behavior in

BAND: ROCK AROUND THE CLOCK

Standards

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

MU:Pr6.1 Present - Perform expressively,

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

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.
- The first team to reach the target score wins the game.

Lesson / Instruction

Goal of the Game:

- The primary objective in Bocce Ball is for a team to have more of their balls closer to the pallino (the target ball) than their opponents.
- Points are awarded for balls closer to the pallino, and the game is played to a predetermined number of points, with the first team to reach that score winning.

Here's a more detailed

breakdown of the

objectives:

Getting Close to the Pallino:

and use of sound sources.

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

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

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

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

Objectives:

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

Lesson / Instruction

(10 mins) Warm-Up and Tuning

1. **Embouchure Warmers** - long tones and lip slurs, generally



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

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

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

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

Objectives:

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

Lesson / Instruction

(10 mins) Warm-Up and Tuning

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

- Each team aims to roll their bocce balls as close as possible to the pallino, which is thrown first.

Winning Frames:

- A frame is completed when all balls have been thrown.
- The team with the most balls closer to the pallino than their opponents' balls scores points for that frame.

Reaching the Target

Score:

- The game continues until one team reaches a predetermined number of points, such as 12, 15, or 16, depending on the rules being played.

Winning the Game:

- The first team to reach the target score wins the game.

Practice Time 2:45pm - 3:30pm

- 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*

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



- a. Scales, intervals, arpeggios, articulations (how each note is played, e.g., fermata, staccato)

Once Players are Warmed

Up:

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

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

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

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

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

4. starting from the beginning)
Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

(10 min) The Secondary Rehearsal Selection -

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

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)



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)