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| **Teacher: Cole, Adam** | | **Content: Gen Music K** | | **Week of : 3/14/2016** | | **Day:** |
| **Standard:** MKGM.1 – Singing, alone and with others, a varied repertoire of music  a. Sing simple melodies in a limited range using appropriate head voice accompanied and unaccompanied.  b. Echo simple singing and speech patterns.  c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least  one song in a foreign language.  MKGM.2 – Performing on instruments, alone and with others, a varied repertoire of music  a. Echo simple rhythmic patterns using body percussion as well as classroom instruments with appropriate  technique.  b. Perform a steady beat using body percussion as well as classroom instruments with appropriate technique.  MKGM.7 – Evaluating music and music performances  a. Evaluate musical performances of themselves and others.  MKGM.9 – Understanding music in relation to history and culture  a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., holidays).  c. Demonstrate appropriate audience behavior for the context and style of music performed.  MKGM.10 – Moving, alone and with others, to a varied repertoire of music  a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.  b. Perform choreographed and non-choreographed movements. | | | | | | |
| **I Can Statements**   * I can take my 27 week test | | | | **Learning Outcomes**   * I will be successful on my 27 week test. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 27– kinds of claps 2. Code Names 27 – test of all codes | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes) | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. 27 Week Roundup – half the class performs for the other half    1. Kaero no utaga (Frog Song)    2. Grinding Corn    3. Vamos Hacer La Ronda    4. Roll Over (with percussion)    5. Allison’s Camel (with percussion)    6. Bear Dance    7. Mr. Rabbit    8. (Looby Loo) | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports   * **Individualized supports as needed** | | **Tier II** interventions designed to address areas of difficulty | | **Tier III**   regarding each student as an individual, asking what each student needs to be successful, and then using whatever services or structures are needed to support that success. | |
| **Closing** (Summary)  (5 minutes)  **3 Questions that link back to Success Criteria** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

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| **Teacher: Cole, Adam** | | **Content: Gen Music 1** | | **Week of : 3/7/2016** | | **Day:** |
| **Standard:** M1GM.1 – Singing, alone and with others, a varied repertoire of music  a. Sing melodies in a limited range using appropriate head voice accompanied and unaccompanied.  b. Echo simple singing and speech patterns; perform call and response songs.  c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least  one song in a foreign language.  M1GM.2 – Performing on instruments, alone and with others, a varied repertoire of music  a. Echo simple rhythmic patterns using body percussion as well as classroom instruments with appropriate  technique.  b. Perform a steady beat and simple rhythmic patterns using body percussion as well as classroom instruments with  appropriate technique.  M1GM.3 – Reading and notating music  b. Identify non-traditional and/or traditional representations of simple quarter note, quarter rest, and paired eighth  note rhythmic patterns in response to teacher performance.  M1GM.9 – Understanding music in relation to history and culture  a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., patriotic).  M1GM.10 – Moving, alone and with others, to a varied repertoire of music  a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.  b. Perform choreographed and non-choreographed movements. | | | | | | |
| **I Can Statements**   * I can take my 27 week test | | | | **Learning Outcomes**   * I will be successful on my 27 week test. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 27– kinds of claps 2. Code Names 27 – test of all codes | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes) | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. 27 Week Roundup - performing    1. Great Big Stars – call and response with teacher or recording doing call and students doing response with movement.    2. Las Horas – play the game with the mallet instrument    3. Banana Splits – do the dance with the imaginary jumpropes.    4. Big Piggly Wiggly – help me write it for the day    5. Rice Planting Song – with the movements    6. Apple Tree - dancing the Solfege, 2 students at a time)    7. (Valentine Dance – if possible) | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports   * **Individualized supports as needed** | | **Tier II**  interventions designed to address areas of difficulty | | **Tier III**   regarding each student as an individual, asking what each student needs to be successful, and then using whatever services or structures are needed to support that success. | |
| **Closing** (Summary)  (5 minutes)  **3 Questions that link back to Success Criteria** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

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| **Teacher: Cole, Adam** | | **Content: Gen Music 2** | | **Week of : 3/7/2016** | | **Day:** |
| **Standard:** M2GM.1 – Singing, alone and with others, a varied repertoire of music  a. Sing pentatonic melodies using appropriate head voice accompanied and unaccompanied.  c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least  one song in a foreign language.  M2GM.2 – Performing on instruments, alone and with others, a varied repertoire of music  a. Perform a steady beat and simple rhythmic patterns using body percussion as well as a variety of instruments with  appropriate technique.  b. Perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting  parts.  M2GM.3 – Reading and notating music  a. Read simple notation including quarter note, quarter rest, paired eighth notes, and half notes using non-traditional  and/or traditional icons.  M2GM.5 – Composing and arranging music within specified guidelines  b. Compose rhythmic patterns including quarter notes, quarter rests, paired eighth notes, and half notes using  traditional music notation.  M2GM.7 – Evaluating music and music performances  a. Evaluate musical performances of themselves and others.  M2GM.9 – Understanding music in relation to history and culture  a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., famous Georgia musicians).  M2GM.10 – Moving, alone and with others, to a varied repertoire of music  a. Respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements.  b. Perform choreographed and non-choreographed movements.  c. Perform line and circle dances. | | | | | | |
| **I Can Statements**   * I can take my 27 week test | | | | **Learning Outcomes**   * I will be successful on my 27 week test. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 27– kinds of claps 2. Code Names 27 – test of all codes | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes) | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. 27 Week Roundup    1. Written       1. Be able to identify ten codes by name (and definition)       2. Be able to identify the five Solfege Town locations in the pentatonic scale       3. Choose a meter off the board (4/4, ¾, 2/4, 6/8). Write a melody using Solfege Pentatonic, one note per beat <i.e. – So la so>       4. Identifying long notes versus short notes       5. Identifying same versus different notes (and if possible, higher and lower)    2. Performance       1. Clapping with “Alla en Fuente” and “Down the Ohio.”       2. Moving to “Step in Time”       3. Dancing to “Pizza Pizza Daddy-o”       4. Playing “Circle Round the Zero”       5. Chuhwuht       6. Same Train – activities to be done on “same train” words during each of 7 verses: sing; clap; steady beat in feet; walk; walk and sing; walk, clap and sing; back to seats while singing | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports   * **Individualized supports as needed** | | **Tier II**  interventions designed to address areas of difficulty | | **Tier III**   regarding each student as an individual, asking what each student needs to be successful, and then using whatever services or structures are needed to support that success. | |
| **Closing** (Summary)  (5 minutes)  **3 Questions that link back to Success Criteria** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

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| **Teacher: Cole, Adam** | | **Content: Gen Music 3** | | **Week of : 3/7/2016** | | **Day:** |
| **Standard:**  a. Sing melodies in the range of an octave using appropriate head voice accompanied and unaccompanied.  c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least  one song in a foreign language.  M3GM.2 – Performing on instruments, alone and with others, a varied repertoire of music  a. Perform rhythmic patterns using body percussion as well as a variety of instruments with appropriate technique.  b. Perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting  parts.  c. Perform pentatonic melodic patterns using instruments with appropriate technique.  M3GM.3 –Reading and notating music  a. Read rhythmic patterns including quarter note, quarter rest, paired eighth notes, half notes, and whole notes using  traditional symbols in 2/4 and 4/4 meter.  b. Notate rhythmic patterns including the use of quarter notes, quarter rest, paired eighth notes, half notes, and whole  notes in response to teacher performance.  c. Read melodic patterns within a treble clef staff.  M3GM.4 – Improvising melodies, variations, and accompaniments  a. Improvise simple rhythmic patterns using a variety of sound sources and answers to given  rhythmic questions.  b. Improvise simple pentatonic melodies and accompaniments.  M3GM.7 – Evaluating music and music performances  a. Evaluate musical performances of themselves and others.  M3GM.9 – Understanding music in relation to history and culture  a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., various  world regions).  b. Describe how music and musicians function in various cultures.  c. Demonstrate appropriate audience behavior for the context and style of music performed.  M3GM.10 – Moving, alone and with others, to a varied repertoire of music  a. Respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements.  b. Perform choreographed and non-choreographed movements.  c. Perform line and circle dances with and without a partner. | | | | | | |
| **I Can Statements**   * I can take my 27 week test | | | | **Learning Outcomes**   * I will be successful on my 27 week test. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 27– kinds of claps 2. Code Names 27 – test of all codes | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes) | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. 27 Week Roundup    1. Written       1. Be able to identify / define 10 codes.       2. Be able to identify / draw E-B on the staff.       3. Be able to identify / draw the places in Solfege Town       4. Be able to circle the Solfege notes of the pentatonic scale       5. Be able to choose from a meter on the board (4/4 ¾ 2/4 6/8) and tell what it counts to       6. Write out the 12-bar blues using Solfege    2. Performance       1. Locomotion (with Dance Police game)       2. Four White Horses (with clapping game)       3. Draw Me a Bucket (with game)       4. (Old Dan Tucker) optional    3. Improvising over the blues on a pentatonic scale in mallet instruments | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports   * **Individualized supports as needed** | | **Tier II**  interventions designed to address areas of difficulty | | **Tier III**   regarding each student as an individual, asking what each student needs to be successful, and then using whatever services or structures are needed to support that success. | |
| **Closing** (Summary)  (5 minutes)  **3 Questions that link back to Success Criteria** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |