|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher: Cole, Adam** | | **Content: Gen Music K** | | **Week of : 12/13/2015** | | **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  c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least  one song in a foreign language.  MKGM.3 – Reading and notating music  a. Read simple notation including quarter note and quarter rest using non-traditional and/or traditional icons.  c. Read simple melodic contour representations (e.g., rollercoaster).  MKGM.5 – Composing and arranging music within specified guidelines  a. Create sound effects and movements to accompany songs, poems, and stories.  MKGM.6 – Listening to, analyzing, and describing music  a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music. | | | | | | |
| **I Can Statements**   * I can take my 18 Week Roundup. | | | | **Learning Outcomes**   * I will take my 18 week roundup. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 18 – palms in different directions 2. Code Names 18 – change family changes a rhythm | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes)   1. Chrissmas a Come – Begin practicing arrangement: sing song 3 times, first time no voices, second time, instruments, third time, instruments take turns. 2. Let It Snow – They do the “Let it Snow” part. | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. Sing “Great Big House” 2. Some kind of play-party dance to “Great Big House” 3. “Los Trencitos” and “Mbombera” – are you starting and stopping at the right place? 4. “Clap, Wiggle and Stomp” – Are you doing all the movements and the right times? 5. “Kuma San,” – teacher tells story and students sing and move hands. Are you taking your hands up and down in the right places? 6. Reading ta versus ti-ti. Each student holds a card with a quarter note or two eighths. They must say “ta” or “ti ti” depending on the card they have.    1. Showing high notes versus low notes on the xylophone: Each student comes up and plays the highest or lowest note on the xylophone, depending on teacher’s request. 7. Scoring: 70 points for group sing. 15 points for correct xylo id. 15 points for ta v. ti-ti id. | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports | | **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**   * **Do you know all your songs?** * **What symbol stands for “ta?”** * **Which way are the high notes on a xylophone?** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher: Cole, Adam** | | **Content: Gen Music 1** | | **Week of : 12/13/2015** | | **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.5 – Composing and arranging music within specified guidelines  a. Create sound effects and movements to accompany songs, poems, and stories.  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.  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.5 – Composing and arranging music within specified guidelines  a. Create sound effects and movements to accompany songs, poems, and stories.  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 18 Week Roundup. | | | | **Learning Outcomes**   * I will take my 18 week roundup. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 18 – palms in different directions 2. Code Names 18 – change family changes a rhythm | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes)   1. “Silent Night” 2. “Let It Snow” | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. Prep for 18-week roundup    1. Performance – Review all songs learned in 2nd 9 weeks – If songs have been done in a PTA performance, they may be considered “already assessed” and this can be a review.    2. Performance – Nana, Thread Needle    3. Performance – Amefuri, with rain sound effects    4. Performance – “Shortnin’ Bread”    5. Each child must demonstrate a steady beat    6. Charlie Over the Water – First we do song / story as a group. Then each student is assessed while singing a fragment of the chorus-rhyme on whether they taking their hands up and down at the right places?    7. Tempo de Maimara – show the texture by demonstrating instruments in sequence with recording. Students assigned to group and assessed on correct instrument, starting at correct time, playing ‘til end.   Scoring: 70 Points for Group Sing. 15 points for individually singing Charlie fragment. 15 points for hand moving correctly with voice. | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports | | **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**   * **Do you know all your songs?** * **When does your hand go up in “Charlie Over the Water?”** * **What is the word that means “Several sounds at once?”** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher: Cole, Adam** | | **Content: Gen Music 2** | | **Week of : 12/13/2015** | | **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.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.6 – Listening to, analyzing, and describing music  a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA.  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. | | | | | | |
| **I Can Statements**   * I can take my 18 Week Roundup. | | | | **Learning Outcomes**   * I will take my 18 week roundup. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 18 – palms in different directions 2. Code Names 18 – change family changes a rhythm | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes)   1. Ichi Gatsu – Students should now be able to sing all Japanese and English words 2. “Let It Snow” | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. Prep for 18-week Roundup    1. Performance: Rocky Mountain High with Solfege    2. Performance: Ayelivi in Ewe and English. We’ll sing the English version. On the Ewe version, we’ll perform with half the class on boomwhackers and half the class on sticks. Sticks will accent beat 1, boomwhackers will accent beat 3.    3. Performance: I Got Shoes with three movements and verses    4. Written: ABA form – which music is in AB form and which music is in ABA form?    5. Written: Accents and music counting to 4 – top number tells us what the music counts to. Put accents over the first and third notes.   Scoring: 50 points for group sing. 50 points for written test. (Grade written test out of 100, add 100 for group sing if student participates appropriately, and divide by 2 for final score). | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports | | **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**   * **Do you know all your songs?** * **What is the difference between AB form and ABA form?** * **What is an accent in music?** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher: Cole, Adam** | | **Content: Gen Music 3** | | **Week of : 12/13/2015** | | **Day:** |
| **Standard:** M3GM.1 – Singing, alone and with others, a varied repertoire of music  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.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.  c. Read melodic patterns within a treble clef staff.  M3GM.6 – Listening to, analyzing, and describing music  a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo.  b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood,  and timbre adjectives.  c. Identify and classify classroom and various orchestral instruments by sight and sound.  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. | | | | | | |
| **I Can Statements**   * I can take my 18 Week Roundup. | | | | **Learning Outcomes**   * I will take my 18 week roundup. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 18 – palms in different directions 2. Code Names 18 – change family changes a rhythm | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes)   1. “Walk Together Children” 2. “Let It Snow” | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. Prep for 18-week round-up 2. Written: Meter: What a song counts to, and which number tells us the count 3. Written: EFGAB – identify and draw notes on the staff 4. Tempo – Match definitions of five tempo vocabulary words: presto, allegro, andante, adagio, largo 5. Instruments – ask each student to correctly id either a string instrument, a woodwind, a brass or percussion (optional) 6. Performance: Be able to sing “I’m On My Way.” Assessed on: participation in voice, participation in movement. 7. Performance: Moving to Coffee Grows: show change in meter – step on 2/4, step touch touch on ¾.    1. Performance: Meter – Teacher will point to 2/4, 3/4, 4/4 or 6/8. Student will count in that meter. . (I.e. – Teacher points to 4/4. Student counts “1, 2, 3, 4, 1, 2, 3, 4” <must be the top number, twice.>)   Scoring: 50 points for group sing. 50 points for written test. (Grade written test out of 100, add 100 for group sing if student participates appropriately, and divide by 2 for final score). | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports | | **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**   * **Do you know your songs?** * **What’s the difference between the way you move for “Coffee Grows” versus “I’m On My Way?”** * **What is the word for the fastest tempo you know?** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |