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| **Teacher: Cole, Adam** | | **Content: Gen Music K** | | **Week of :** | | **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.7 – Evaluating music and music performances  a. Evaluate musical performances of themselves and others.  b. Explain personal preferences for specific musical works using appropriate vocabulary.  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 36-week assessment. | | | | **Learning Outcomes**   * I will be able to show my mastery of the songs we learned all year. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 35– Circle in the air 2. Code Names – Where do you want to add your code? | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes) | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. **Performance/36 week round-up:** Create a performance out of the pieces chosen from the list below on week 34. One group performs while the other watches, then switch.    1. Review Que Llueva movements and words    2. Review recording of “Candy Man Salty Dog”    3. Review “Nanny Goat”    4. Do each song in “Performance” game where half class watches and half class performs.    5. If time/desire, review “going up and going down” in music    6. Review two lullabyes.A La Rurru Nino and Chippewa Lullabye, and idea of “quiet and loud” in music.    7. Review “Five Little Chickadees” and idea of part A and part B in music.    8. If desired, review “Star Spangled Banner.”    9. Sing “Great Big House”    10. Some kind of play-party dance to “Great Big House”    11. “Los Trencitos” and “Mbombera” – are you starting and stopping at the right place?    12. “Hop, Wiggle and Stomp” – Are you doing all the movements and the right times?    13. “Kuma San,” are you taking your hands up and down in the right places?    14. Kaero no utaga (Frog Song)    15. Grinding Corn    16. Vamos Hacer La Ronda    17. Roll Over (with percussion)    18. Allison’s Camel (with percussion)    19. Bear Dance    20. Mr. Rabbit    21. Juba    22. (Naughty Tabby Cat)    23. Looby Loo    24. John Lollipop Seller    25. Bonga    26. Little Red Wagon    27. Koriko    28. Fais Dodo | | | | | | |
| **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**   * **What did we do to show what we learned this year?** * **How many songs do you know very well?** * **How many songs do you still need help with?** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

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| **Teacher: Cole, Adam** | | **Content: Gen Music 1** | | **Week of :** | | **Day:** |
| **Standard:** M1GM.3 – Reading and notating music   1. Read simple notation including quarter note, quarter rest and paired eighth notes using non-traditional and/or   traditional icons.  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.6 – Listening to, analyzing, and describing music  a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.  b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, and slow).  c. Identify and classroom instruments by sight and sound using correct names. | | | | | | |
| **I Can Statements**   * I can take my 36-week assessment. | | | | **Learning Outcomes**   * I will show my mastery of this year’s material. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 35– Circle in the air 2. Code Names – Where do you want to add your code? | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes) | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. **35-week round-up –** Students create a performance from ten of the pieces below – two groups, one watches, the other performs, then switch.    1. Have students identify the difference between ta and ti-ti.    2. Have students explain what **tempo** is. Have students sing “Bee Bee Bumble Bee" in a fast tempo and a slow tempo    3. Sing “Nana Thread Needle” with movements    4. Sing “Tideo.” Have students hold up one finger during the A-section and one finger during the B-section.    5. Have students demonstrate a do-se-do    6. Have small groups of students dance and sing “Tideo”    7. Performance – “Amefuri”    8. Performance – “Shortnin’ Bread”    9. Steady beat - demonstrate    10. High and Low notes – Charlie Over the Water – are the students taking their hands up and down at the right places?    11. Tempo de Maimara – show the texture by demonstrating instruments in sequence with recording    12. Great Big Stars – call and response with teacher or recording doing call and students doing response with movement.    13. Las Horas – play the game with the mallet instrument    14. Big Piggly Wiggly – help me write it for the day    15. Rice Planting Song – with the movements    16. Apple Tree - dancing the Solfege, 2 students at a time)    17. (Valentine Dance – if possible) | | | | | | |
| **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**   * **What did you like learning the most this year?** * **What was the hardest to learn?** * **What will you remember from this year when you come back in the fall?** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

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| **Teacher: Cole, Adam** | | **Content: Gen Music 2** | | **Week of :** | | **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   1. Perform a steady beat and simple rhythmic patterns using body percussion as well as a variety of instruments with   appropriate technique.  c. Perform 2 or 3 note melodic patterns using instruments with appropriate technique.  M2GM.3 – Reading and notating music   1. Read simple notation including quarter note, quarter rest, paired eighth notes, and half notes using non-traditional   and/or traditional icons.  b. Identify non-traditional and/or traditional representations of simple quarter note, quarter rest, paired eighth note,  and half note rhythmic patterns in response to teacher performance.  c. Read simple melodic patterns within a treble clef staff.  M2GM.6 – Listening to, analyzing, and describing music  a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA.  b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood,  and timbre adjectives.  M2GM.9 – Understanding music in relation to history and culture   1. 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 36-week assessment. | | | | **Learning Outcomes**   * I can show mastery of this year’s material. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 35– Circle in the air 2. Code Names – Where do you want to add your code? | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes) | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. 35 Week Round-up – part one    1. Students will be able to write three notes on the music staff on the board (or on a piece of paper). The notes must either go up, go down, or stay the same. Student must also write either “Largo” or “Presto” or must ask teacher to write it. Finally, student must assign a dynamic (*p* or *f* – students may use more complicated dynamics if they know them) Student must identify what they have drawn, re: direction, tempo and dynamic.    2. Students will be able to play three notes on the mallet instrument that match the *direction, tempo and dynamic* of the notes they have written on the board. Notes played do not have to be the same pitches as the notes drawn.    3. Have students do hand-signs along with the song “Cookie.” The movements of the hand should reflect the direction of the melody and the general rhythm of the song. 2. Round-up Prep Part 2 – Students have chosen their five favorite songs of the year to perform. Students may do more if time allows.    1. Have students perform “Go Around the Corn Sally” rhythms on percussion instruments in small groups.    2. Have students sing and dance “Go Around the Corn Sally” in small groups.    3. Performance: Rocky Mountain High with Solfege    4. Performance: Ayelivi in Ewe and English    5. Performance: I Got Shoes with three movements and verses    6. Clapping with “Alla en Fuente” and “Down the Ohio.”    7. Moving to “Step in Time”    8. Dancing to “Pizza Pizza Daddy-o”    9. Playing “Circle Round the Zero”    10. Chuhwuht    11. 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   * **Small groups** * **Individual opportunities** | | **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**   * **What songs were the easiest to remember?** * **What songs were the hardest to remember?** * **What did you learn this year that you will never forget?** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

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| **Teacher: Cole, Adam** | | **Content: Gen Music 3** | | **Week of :** | | **Day:** |
| **Standard:** 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.  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.  M3GM.4 – Improvising melodies, variations, and accompaniments  a. Improvise simple rhythmic patterns using a variety of sound sources and answers to given  rhythmic questions.  M3GM.6 – Listening to, analyzing, and describing music  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.7 – Evaluating music and music performances  a. Evaluate musical performances of themselves and others.  M3GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts  a. Describe the relationship between music and the other arts.  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.  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 36-week assessment. | | | | **Learning Outcomes**   * I will be able to explain the form of “I’ve Got Rhythm.” | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 35– Circle in the air 2. Code Names – Where do you want to add your code? | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes)   1. Teach words to the song “I’ve Got Rhythm.” 2. Teach rhythm of the words “I’ve got rhythm, I’ve got music, I’ve got my gal, who could ask for anything more.” 3. Label that part “A.” Practice “A.” 4. Teach them the **form**of our composition: A A B A. 5. For the “B” part, we’re going to count to 8, making up rhythms during that time. 6. So the form is: <”Rhythm” rhythm, “Rhythm” rhythm, count to 8 while improvising, “Rhythm” rhythm> (AABA) 7. Create a temporary new form: A ||: B :|| A    1. The whole class does A, then each person gets 8 counts of B until everyone’s had a turn. We close with A. | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. Get into families.    1. Play original form (AABA) 4 times. Three families will be A, and one family will be B. Each time we do the song, a different family gets to improvise on B. 2. Play a recording (or a live version) of “I’ve Got Rhythm.”    1. Do the kids recognize the tune? Have they ever heard it before?    2. Make the connection for them. Play a phrase of the melody, and then clap out the rhythm that they know so well. Continue this process until they get it.    3. Ask them to clap along while you play the music, and to improvise over the B part. | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports   * **Small groups** | | **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**   * **What is the form of “I’ve Got Rhythm?”** * **What part of the form did we improvise over?** * **What kind of a song is “I’ve Got Rhythm?”** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |