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| **Teacher: Cole, Adam** | | **Content: Gen Music K** | | **Week of : 9/28/2015** | | **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.  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.3 – Reading and notating music  a. Read simple notation including quarter note and quarter rest using non-traditional and/or traditional icons.  b. Identify non-traditional and/or traditional representations of simple quarter note and quarter rest rhythmic patterns in response to teacher performance.  MKGM.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, slow).  MKGM.7 – Evaluating music and music performances  a. Evaluate musical performances of themselves and others. | | | | | | |
| **I Can Statements**   * I can demonstrate mastery | | | | **Learning Outcomes**   * I will take my 9 week roundup. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 9 – fingers walk on face 2. Code Names 9 – What is your code name? | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes) | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. **Prep for Performance/9 week round-up – students perform in one of 2 groups, and are audience in one of 2 groups**    1. Que Llueva movements and words (if prepared)    2. Singing with recording of “Candy Man Salty Dog” (if prepared)    3. “Nanny Goat” with percussion    4. A La Rurru Nino and Chippewa Lullabye    5. “Five Little Chickadees”    6. “Star Spangled Banner”   Games – So la mi, Aiken Drum | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports  Observe individuals in performance | | **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**   * **Assessment day** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

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| **Teacher: Cole, Adam** | | **Content: Gen Music 1** | | **Week of : 9/28/2015** | | **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.  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.3 – Reading and notating music  a. Read simple notation including quarter note and quarter rest using non-traditional and/or traditional icons.  b. Identify non-traditional and/or traditional representations of simple quarter note and quarter rest rhythmic patterns in response to teacher performance.  MKGM.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, slow).  MKGM.7 – Evaluating music and music performances  a. Evaluate musical performances of themselves and others. | | | | | | |
| **I Can Statements**   * I can demonstrate mastery | | | | **Learning Outcomes**   * I will take my 9 week roundup. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 9 – fingers walk on face | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes) | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. **9-week round-up – information eval: Students who answer 3 correctly receive 100. 2 correctly=90. 1 correctly=80. 0 correctly=70.**    1. Student must say their code name    2. Have students identify the difference between ta and ti-ti by identifying card in their hand.    3. Have students demonstrate what **tempo** is. Teacher asks student to clap at fast or slow *tempo.* (10 points) 2. **9-week round-up Performance grade**    1. Students sing “Nana Thread Needle” with movements    2. Sing “Tideo.” Have students hold up one finger during the A-section and one finger during the B-section.    3. Have small groups of students dance and sing “Tideo” | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports  Observe individuals in performance | | **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**   * **Assessment day** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

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| **Teacher: Cole, Adam** | | **Content: Gen Music 2** | | **Week of : 9/28/2015** | | **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.  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.3 – Reading and notating music  a. Read simple notation including quarter note and quarter rest using non-traditional and/or traditional icons.  b. Identify non-traditional and/or traditional representations of simple quarter note and quarter rest rhythmic patterns in response to teacher performance.  MKGM.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, slow).  MKGM.7 – Evaluating music and music performances  a. Evaluate musical performances of themselves and others. | | | | | | |
| **I Can Statements**   * I can demonstrate mastery | | | | **Learning Outcomes**   * I will take my 9 week roundup. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 9 – fingers walk on face | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes)   * Pass out study-guide | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. **9-week round-up**    1. Students take written test. Test counts for 50% of grade. Other 50% is a performance grade for b, c and d.    2. 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.    3. Have students perform sections of “Go Around the Corn Sally” rhythms on percussion instruments in small groups.    4. Have students sing and dance “Go Around the Corn Sally” in small groups.   Games – So la mi, Aiken Drum | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports  Observe individuals in performance | | **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**   * **Assessment week** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |

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| **Teacher: Cole, Adam** | | **Content: Gen Music 3** | | **Week of : 9/28/2015** | | **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.  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.3 – Reading and notating music  a. Read simple notation including quarter note and quarter rest using non-traditional and/or traditional icons.  b. Identify non-traditional and/or traditional representations of simple quarter note and quarter rest rhythmic patterns in response to teacher performance.  MKGM.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, slow).  MKGM.7 – Evaluating music and music performances  a. Evaluate musical performances of themselves and others. | | | | | | |
| **I Can Statements**   * I can demonstrate mastery | | | | **Learning Outcomes**   * I will take my 9 week roundup. | | |
| **Warm-Up/ Do-Now** (5-8 minutes)   1. Metacognitive activity number 9 – fingers walk on face | | | | | | |
| **Opening** (Hook/ Activating Strategy/Learning Intentions)  (5-10 minutes) | | | | | | |
| **Work Period** (I do, we do, you do)  (30 minutes)   1. **9-week round-up**    1. 50% written, 50 % performance.    2. Written       1. ID Code name.       2. Show two notes. Ask which one is E and which one is F. Have students explain their answer.       3. Show a 4/4 time signature. Ask students to explain what the top number means.       4. Students must explain how they would count along with “Had To Get Up This Mornin’ Soon”       5. What is a round? Name one we’ve done.    3. Performance       1. Play “Had To Get Up This Morning Soon.” Have students count to it.       2. Have students perform the song “Ding-Dong” as a round.    4. Have students perform one of two ostinatos “CDEG” or “CGAG” as an ostinato on the mallet instruments. (optional)   Games – So la mi, Rhythm challenge, ball bounce | | | | | | |
| **Differentiation** | **Tier I**  *Within-classroom* differentiation, such as flexible grouping and individualized supports  Observe individuals in performance | | **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**   * **Assessment week** | | | | | | |
| **Reflection** – What will I do tomorrow? | | | | | | |