

Music

Videos and links to activities are in Google Classroom:

Kindergarten: <https://classroom.google.com/c/MTQ3MzgzNjg4NjAz>

First Grade: <https://classroom.google.com/c/MTQ3MzA0NjkyNTEz>

Second Grade: <https://classroom.google.com/c/MTQ3Mzl1Mzc3MjY3>

Third Grade: <https://classroom.google.com/c/MTQ3Mjk3MzQ0NDly>

Fourth Grade: <https://classroom.google.com/c/MTQ3MzA0NjkyMTgy>

Fifth Grade: <https://classroom.google.com/c/MTQyOTAwMjYwMjI5>

Teacher: Powers		Week of: 1/19/21					
		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Standards		<p>ESGMK.PR.2 Perform a varied repertoire of music on instruments, alone and with others</p> <p>ESGMK.PR.3 Read and notate music</p> <p>ESGMK.RE.3 Move to a varied repertoire of music</p>	<p>ESGM1.PR.2 Perform a varied repertoire of music on instruments, alone and with others</p> <p>ESGM1.PR.3 Read and notate music</p> <p>ESGM1.RE.3 Move to a varied repertoire of music</p>	<p>ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others</p> <p>ESGM2.PR.3 Read and notate music</p> <p>ESGM2.RE.3 Move to a varied repertoire of music</p>	<p>ESGM3.PR.2 Perform a varied repertoire of music on instruments, alone and with others</p> <p>ESGM3.PR.3 Read and notate music</p> <p>ESGM3.RE.3 Move to a varied repertoire of music</p>	<p>ESGM4.PR.2 Perform a varied repertoire of music on instruments, alone and with others</p> <p>ESGM4.PR.3 Read and notate music</p> <p>ESGM4.RE.3 Move to a varied repertoire of music</p>	<p>ESGM5.PR.2 Perform a varied repertoire of music on instruments, alone and with others</p> <p>ESGM5.PR.3 Read and notate music</p> <p>ESGM5.RE.3 Move to a varied repertoire of music</p>
Learning Targets		I can: Identify and perform rhythms.	I can: Identify and perform rhythms.	I can: Identify and perform rhythms.	I can: Identify and perform rhythms.	I can: Identify and perform rhythms.	I can: Identify and perform rhythms.

		Identify and read rhythm symbols	Identify and read rhythm symbols	Identify and read rhythm symbols	Identify and read rhythm symbols	Identify and read rhythm symbols	Identify and read rhythm symbols
	Success Criteria	<p>I can:</p> <p>Tell the difference between beat and rhythm.</p> <p>Identify and perform long sounds and short sounds.</p> <p>Identify and play Orff instruments correctly.</p>	<p>I can:</p> <p>Tell the difference between beat and rhythm.</p> <p>Identify and perform long sounds and short sounds.</p> <p>Identify and play Orff instruments correctly.</p>	<p>I can:</p> <p>Perform rhythms with quarter notes, eighth notes, and quarter rests.</p> <p>Identify and play the Orff instruments correctly.</p>	<p>I can:</p> <p>Identify quarter notes, eighth notes, half notes, and whole notes by sight.</p> <p>Perform rhythms with quarter notes, eighth notes, half notes, and whole notes.</p> <p>Identify and play the Orff instruments correctly.</p>	<p>I can:</p> <p>Identify quarter notes, eighth notes, half notes, whole notes and sixteenth notes by sight.</p> <p>Perform rhythms with quarter notes, eighth notes, half notes, whole notes, and sixteenth notes.</p> <p>Identify and play the Orff instruments correctly.</p>	<p>I can:</p> <p>Identify quarter notes, eighth notes, half notes, whole notes and sixteenth notes by sight.</p> <p>Perform rhythms with quarter notes, eighth notes, half notes, whole notes, and sixteenth notes.</p> <p>Identify and play the Orff instruments correctly.</p>
Opening (I Do)	<p>Connection</p> <ul style="list-style-type: none"> • What reminders do I need to give? • “Yesterday we talked about...” • “Today I want to teach you...” 	<i>Jumpin’ Jacks</i> from Quaver	<i>Jumpin’ Jacks</i> from Quaver	<i>Move to the Feel of the Groove</i> from Quaver	<i>Move to the Feel of the Groove</i> from Quaver		

Work Period (We Do, You Do)	<p style="text-align: center;">Teach (Direct Instruction)</p> <ul style="list-style-type: none"> • Watch me as I... • Did you see how I... 	<p>Mr. Powers will:</p> <p>Lead students in chant of <i>Beat, Beat Is In Your Feet</i> – including demonstration of beat with the feet and rhythm with the hands.</p> <p>Assign students to Orff instruments and review procedures for playing.</p> <p>Lead students in performance of steady beat (first) and rhythm (second) of <i>Beat, Beat...</i> on the Orff instruments.</p>	<p>Mr. Powers will:</p> <p>Lead students in chant of <i>Beat, Beat Is In Your Feet</i> – including demonstration of beat with the feet and rhythm with the hands.</p> <p>Assign students to Orff instruments and review procedures for playing.</p> <p>Lead students in performance of steady beat (first) and rhythm (second) of <i>Beat, Beat...</i> on the Orff instruments.</p>	<p>Mr. Powers will:</p> <p>Assign students to Orff instruments and review procedures for playing.</p> <p>Create rhythms on “Rhythm Selectah” and lead students in performing the rhythms on the Orff instruments – animal icons will be used, then “flipped” to notation and rhythm syllables.</p> <p>Introduce <i>Sea World</i> chant – prep for next lesson.</p>	<p>Mr. Powers will:</p> <p>Assign students to Orff instruments and review procedures for playing.</p> <p>Create rhythms on “Rhythm Selectah” and lead students in performing the rhythms on the Orff instruments – animal icons will be used, then “flipped” to notation and rhythm syllables.</p> <p>Introduce “Movin’ Along” – prep for next lesson.</p>	<p>Mr. Powers will:</p> <p>Assign students to Orff instruments and review procedures for playing.</p> <p>Display “Sweet Sixteen” visual from Quaver and review note values.</p> <p>Guide students in performing whole, half, quarter, eighth, and sixteenth notes.</p> <p>Guide students in short improvisations with “Sweet Sixteen” accompaniment.</p>	<p>Mr. Powers will:</p> <p>Assign students to Orff instruments and review procedures for playing.</p> <p>Display “Sweet Sixteen” visual from Quaver and review note values.</p> <p>Guide students in performing whole, half, quarter, eighth, and sixteenth notes.</p> <p>Guide students in short improvisations with “Sweet Sixteen” accompaniment.</p>
	<p style="text-align: center;">Active Engagement (Guided Practice)</p> <ul style="list-style-type: none"> • How will students participate? • Turn & talk... • Turn to try... 	<p>Students will:</p> <p>Perform <i>Beat, Beat Is In Your Feet</i> showing the steady beat and rhythm (separately).</p> <p>Review mallet hold and technique for</p>	<p>Students will:</p> <p>Perform <i>Beat, Beat Is In Your Feet</i> showing the steady beat and rhythm (separately).</p> <p>Review mallet hold and technique for</p>	<p>Students will:</p> <p>Review mallet hold and technique for playing Orff instruments.</p> <p>Read and perform rhythms from “Rhythm Selectah”</p>	<p>Students will:</p> <p>Review mallet hold and technique for playing Orff instruments.</p> <p>Read and perform rhythms from “Rhythm Selectah”</p>	<p>Students will:</p> <p>Review mallet hold and technique for playing Orff instruments.</p> <p>Identify notes displayed on “Sweet Sixteen” visual and perform each kind</p>	<p>Students will:</p> <p>Review mallet hold and technique for playing Orff instruments.</p> <p>Identify notes displayed on “Sweet</p>

		<p>playing Orff instruments.</p> <p>Perform steady beat and rhythm for <i>Beat, Beat...</i> on the Orff instruments.</p>	<p>playing Orff instruments.</p> <p>Perform steady beat and rhythm for <i>Beat, Beat...</i> on the Orff instruments.</p>	<p>using animal icons first, then notation and rhythm syllables.</p> <p>Transfer rhythms from “Rhythm Selectah” to bars on the Orff instruments.</p>	<p>using animal icons first, then notation and rhythm syllables.</p> <p>Transfer rhythms from “Rhythm Selectah” to bars on the Orff instruments.</p>	<p>of note in succession at the direction of Mr. Powers.</p> <p>Create short improvised melodies on the Orff instruments with “Sweet Sixteen” accompaniment using whole, half, quarter, eighth, and sixteenth notes.</p>	<p>Sixteen” visual and perform each kind of note in succession at the direction of Mr. Powers.</p> <p>Create short improvised melodies on the Orff instruments with “Sweet Sixteen” accompaniment using whole, half, quarter, eighth, and sixteenth notes.</p>
	<p>Link</p> <ul style="list-style-type: none"> Restate the skill/strategy Invite students to try it 	<p>“Groove Creator” or “Rhythm Builder” at the smartboard (time permitting)</p>	<p>“Rhythm Selectah” or “Fur-cussion” at the smartboard (time permitting)</p>	<p>“Improvise to the Groove” at the smart board (time permitting)</p>	<p>“Improvise to the Groove” at the smart board (time permitting)</p>	<p>“Improvise to the Groove” at the smart board (time permitting)</p>	<p>“Improvise to the Groove” at the smart board (time permitting)</p>
<p>Assessments (We Check)</p>	<p>Assessment (Independent/ Collaborative Practice/Differentiation/Assessment Uses and Strategies)</p> <ul style="list-style-type: none"> How will you check for understanding? Individual...small groups...peer conferencing... 	<p>Rhythm assessment from Quaver lesson</p> <p>Teacher observation</p>	<p>Teacher observation</p>	<p>“Train the Brain” activity</p>		<p>“Note and Rest Grab” activity</p>	<p>“Note and Rest Grab” activity</p>

Closing (We Check)	Share <ul style="list-style-type: none">• (Summarizer/ Assessment Uses/Strategies)• Invite students to share their work.• Review anchor charts, tips, and strategies.						
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Notes		