## Music

## Videos and links to activities are in Google Classroom:

Kindergarten: <a href="https://classroom.google.com/c/MTQ3MzgzNjg4NjAz">https://classroom.google.com/c/MTQ3MzgzNjg4NjAz</a>
First Grade: <a href="https://classroom.google.com/c/MTQ3Mzl1Mzc3MjY3">https://classroom.google.com/c/MTQ3Mzl1Mzc3MjY3</a>
Third Grade: <a href="https://classroom.google.com/c/MTQ3Mjk3MzQ0NDly">https://classroom.google.com/c/MTQ3Mjk3MzQ0NDly</a>
Fourth Grade: <a href="https://classroom.google.com/c/MTQ3MzA0NjkyMTgy">https://classroom.google.com/c/MTQ3MzA0NjkyMTgy</a>
Fifth Grade: <a href="https://classroom.google.com/c/MTQyOTAwMjYwMjl5">https://classroom.google.com/c/MTQyOTAwMjYwMjl5</a>

Teacher: Powers	Week of: 1/19/21					
	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Standards	ESGMK.PR.2 Perform a varied repertoire of music on instruments, alone and with others ESGMK.PR.3 Read and notate music ESGMK.RE.3 Move to a varied repertoire of music	ESGM1.PR.2 Perform a varied repertoire of music on instruments, alone and with others ESGM1.PR.3 Read and notate music ESGM1.RE.3 Move to a varied repertoire of music	ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others ESGM2.PR.3 Read and notate music ESGM2.RE.3 Move to a varied repertoire of music	ESGM3.PR.2 Perform a varied repertoire of music on instruments, alone and with others ESGM3.PR.3 Read and notate music ESGM3.RE.3 Move to a varied repertoire of music	ESGM4.PR.2 Perform a varied repertoire of music on instruments, alone and with others ESGM4.PR.3 Read and notate music ESGM4.RE.3 Move to a varied repertoire of music	esgms.PR.2 Perform a varied repertoire of music on instruments, alone and with others esgms.PR.3 Read and notate music esgms.RE.3 Move to a varied repertoire of
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.	music 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	I can:  Tell the difference between beat and rhythm.  Identify and perform long sounds and short sounds.  Identify and play Orff instruments correctly.	I can:  Tell the difference between beat and rhythm.  Identify and perform long sounds and short sounds.  Identify and play Orff instruments correctly.	Perform rhythms with quarter notes, eighth notes, and quarter rests.  Identify and play the Orff instruments correctly.	I can:  Identify quarter notes, eighth notes, half notes, and whole notes by sight.  Perform rhythms with quarter notes, eighth notes, half notes, and whole notes.  Identify and play the Orff instruments correctly.	I can:  Identify quarter notes, eighth notes, half notes, whole notes and sixteenth notes by sight.  Perform rhythms with quarter notes, eighth notes, half notes, whole notes, and sixteenth notes.  Identify and play the Orff instruments correctly.	I can:  Identify quarter notes, eighth notes, half notes, whole notes and sixteenth notes by sight.  Perform rhythms with quarter notes, eighth notes, whole notes, and sixteenth notes.  Identify and play the Orff instruments correctly.
Opening (I Do)	What reminders do I need to give?     "Yesterday we talked about"     "Today I want to teach you"	Jumpin' Jacks from Quaver	Jumpin' Jacks from Quaver	Move to the Feel of the Groove from Quaver	Move to the Feel of the Groove from Quaver		

	Teach	Mr. Powers will:	Mr. Powers will:	Mr. Powers will:	Mr. Powers will:	Mr. Powers will:	Mr. Powers
	(Direct Instruction)	Will. Fowers will.	IVII. FOWEIS WIII.	IVII. FOWEIS WIII.	IVII. FOWEIS WIII.	IVII. FOWEIS WIII.	will:
	Watch me as I	Lead students in	Lead students in	Assign students to	Assign students to	Assign students to	
	Did you see how I	chant of Beat, Beat	chant of Beat, Beat	Orff instruments and	Orff instruments and	Orff instruments	Assign students
		Is In Your Feet –	Is In Your Feet –	review procedures	review procedures	and review	to Orff
		including	including	for playing.	for playing.	procedures for	instruments
		demonstration of	demonstration of			playing.	and review
		beat with the feet	beat with the feet	Create rhythms on	Create rhythms on	1 7 0	procedures for
		and rhythm with	and rhythm with the	"Rhythm Selectah"	"Rhythm Selectah"	Display "Sweet	playing.
		the hands.	hands.	and lead students in	and lead students in	Sixteen" visual from	. , 3
				performing the	performing the	Quaver and review	Display "Sweet
		Assign students to	Assign students to	rhythms on the Orff	rhythms on the Orff	note values.	Sixteen" visual
		Orff instruments	Orff instruments	instruments – animal	instruments – animal		from Quaver
		and review	and review	icons will be used,	icons will be used,	Guide students in	and review
		procedures for	procedures for	then "flipped" to	then "flipped" to	performing whole,	note values.
6		playing.	playing.	notation and rhythm	notation and rhythm	half, quarter,	
Ĭ				syllables.	syllables.	eighth, and	Guide students
\ 0.		Lead students in	Lead students in			sixteenth notes.	in performing
(,		performance of	performance of	Introduce Sea World	Introduce "Movin'		whole, half,
Ğ		steady beat (first)	steady beat (first)	chant – prep for next	Along" – prep for	Guide students in	quarter, eighth,
×		and rhythm	and rhythm	lesson.	next lesson.	short improvisations	and sixteenth
þ		(second) of <i>Beat</i> ,	(second) of <i>Beat</i> ,			with "Sweet	notes.
흕		Beat on the Orff	Beat on the Orff			Sixteen"	
Pe		instruments.	instruments.			accompaniment.	Guide students
¥							in short
Work Period (We Do, You Do)							improvisations
							with "Sweet
							Sixteen"
							accompanimen
	Active Francescus	Students will:	Students will:	Students will:	Students will:	Students will:	Students will:
	Active Engagement (Guided Practice)	Students will.	Students will.	Students will.	Students will.	Students will.	Students will.
	How will students participate?	Darform Boot Boot	Perform <i>Beat, Beat</i>	Review mallet hold	Review mallet hold	Review mallet hold	Review mallet
	• Turn & talk	Perform Beat, Beat	Is In Your Feet	and technique for	and technique for	and technique for	hold and
	Turn to try	Is In Your Feet	showing the steady		<u>-</u>	· ·	
		showing the	beat and rhythm	playing Orff	playing Orff	playing Orff	technique for
		steady beat and	(separately).	instruments.	instruments.	instruments.	playing Orff
		-	(Jeparatery).			Idontif	instruments.
		(separately).	Review mallet hold	Read and perform	Read and perform	-	Lalamatic .
				=			
		Review mallet hold	and technique for		-		
		and technique for		Milytiini Selectail	Milytiiii Selectaii	perioriii each kind	Sweet
			Review mallet hold and technique for	Read and perform rhythms from "Rhythm Selectah"	Read and perform rhythms from "Rhythm Selectah"	Identify notes displayed on "Sweet Sixteen" visual and perform each kind	instruments.  Identify notes displayed on "Sweet

		playing Orff instruments.  Perform steady beat and rhythm for <i>Beat, Beat</i> on the Orff instruments.	playing Orff instruments.  Perform steady beat and rhythm for Beat, Beat on the Orff instruments.	using animal icons first, then notation and rhythm syllables.  Transfer rhythms from "Rhythm Selectah" to bars on the Orff instruments.	using animal icons first, then notation and rhythm syllables.  Transfer rhythms from "Rhythm Selectah" to bars on the Orff instruments.	of note in succession at the direction of Mr. Powers. Create short improvised melodies on the Orff instruments with "Sweet Sixteen" accompaniment using whole, half, quarter, eighth, and sixteenth notes.	Sixteen" visual and perform each kind of note in succession at the direction of Mr. Powers. Create short improvised melodies on the Orff instruments with "Sweet Sixteen" accompanimen t using whole, half, quarter, eighth, and sixteenth notes.
	Link  Restate the skill/strategy Invite students to try it	"Groove Creator" or "Rhythm Builder" at the smartboard (time permitting)	"Rhythm Selectah" or "Fur-cussion" at the smartboard (time permitting)	"Improvise to the Groove" at the smart board (time permitting)	"Improvise to the Groove" at the smart board (time permitting)	"Improvise to the Groove" at the smart board (time permitting)	"Improvise to the Groove" at the smart board (time permitting)
Assessments (We Check)	Assessment (Independent/ Collaborative Practice/Differentiation/Assessment Uses and Strategies)  • How will you check for understanding?  • Individualsmall groupspeer conferencing	Rhythm assessment from Quaver lesson Teacher observation	Teacher observation	"Train the Brain" activity		"Note and Rest Grab" activity	"Note and Rest Grab" activity

	Share			
	<ul> <li>(Summarizer/ Assessment</li> </ul>			
	Uses/Strategies)			
	<ul> <li>Invite students to share their</li> </ul>			
<del>`</del> <b>* * * * * * * *</b>	work.			
Check)	<ul> <li>Review anchor charts, tips, and</li> </ul>			
	strategies.			
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Notes	
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