

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/MTQ3MzI1Mzc3MjY3>

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: 2/16/21					
		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Standards		ESGMK.RE.1 Listen to, analyze, and describe music ESGMK.RE.3 Move to a varied repertoire of music, alone and with others	ESGM1.RE.1 Listen to, analyze, and describe music ESGM1.RE.3 Move to a varied repertoire of music, alone and with others	ESGM2.RE.1 Listen to, analyze, and describe music ESGM2.RE.3 Move to a varied repertoire of music, alone and with others	ESGM3.RE.1 Listen to, analyze, and describe music ESGM3.RE.3 Move to a varied repertoire of music, alone and with others	ESGM4.RE.1 Listen to, analyze, and describe music ESGM4.RE.3 Move to a varied repertoire of music, alone and with others	ESGM5.RE.1 Listen to, analyze, and describe music ESGM5.RE.3 Move to a varied repertoire of music, alone and with others
Learning Targets		I can: Identify and describe tempo in music.	I can: Identify and describe tempo in music.	I can: Identify and describe tempo in music	I can: Identify and describe tempo in music	I can: Identify and describe tempo in music	I can: Identify and describe tempo in music
Success Criteria		I can: Hear the difference between fast,	I can: Hear the difference between fast, slow, and medium in music.	I can: Hear the difference between fast, slow, and medium in music.	I can: Identify the tempo, or speed of music as slow, medium, or fast.	I can: Identify the tempo, or speed of music as slow, medium, or fast.	I can: Identify the tempo, or speed of music as slow,

		<p>slow, and medium in music.</p> <p>Use “fast, slow” and “medium” to describe the tempo of music when hearing it.</p>	<p>Use “fast, slow” and “medium” to describe the tempo of music when hearing it.</p>	<p>Use “fast, slow” and “medium” to describe the tempo of music when hearing it.</p>	<p>Use “largo, moderato” and “presto” to describe tempo in music.</p>	<p>Use “largo, moderato” and “presto” to describe tempo in music.</p>	<p>medium, or fast.</p> <p>Use “largo, moderato” and “presto” to describe tempo in music.</p>
<p>Opening (I Do)</p>	<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...” 	<p><i>Chicken Dance</i> with changing tempo</p>	<p><i>Chicken Dance</i> with changing tempo</p>	<p><i>Chicken Dance</i> with changing tempo</p>	<p>Movement with <i>Tempo Tantrum</i></p>	<p>Movement with <i>Tempo Tantrum</i></p>	<p>Movement with <i>Tempo Tantrum</i></p>

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>Display the visual for <i>The Legend of Tim Po</i> from Quaver and play the song as the students listen.</p> <p>Introduce “tempo” – the speed of the beat – with Quaver visuals.</p> <p>Guide students in movements that accompany <i>The Legend of Tim Po</i></p> <p>Show short Quaver video clip about tempo.</p> <p>Invite students to the smart board to play “Tempo Treadmill.”</p>	<p>Mr. Powers will:</p> <p>Display the visual for <i>The Legend of Tim Po</i> from Quaver and play the song as the students listen.</p> <p>Introduce “tempo” – the speed of the beat – with Quaver visuals.</p> <p>Guide students in movements that accompany <i>The Legend of Tim Po</i></p> <p>Show short Quaver video clip about tempo.</p> <p>Invite students to the smart board to play “Tempo Treadmill.”</p>	<p>Mr. Powers will:</p> <p>Display the visual for <i>The Legend of Tim Po</i> from Quaver and play the song as the students listen.</p> <p>Introduce “tempo” – the speed of the beat – with Quaver visuals.</p> <p>Guide students in movements that accompany <i>The Legend of Tim Po</i></p> <p>Show short Quaver video clip about tempo.</p> <p>Invite students to the smart board to play “Tempo Treadmill.”</p>	<p>Mr. Powers will:</p> <p>Ask students for prior knowledge of the word “tempo” and any associated vocabulary (presto, largo, moderato, etc.)</p> <p>Show Quaver video lesson on tempo.</p> <p>Guide students in Quaver smart board activities including “Tempo Treadmill, Tempo Bounce, Qlibs,” and “Train the Brain.”</p>	<p>Mr. Powers will:</p> <p>Ask students for prior knowledge of the word “tempo” and any associated vocabulary (presto, largo, moderato, etc.)</p> <p>Show Quaver video lesson on tempo.</p> <p>Guide students in Quaver smart board activities including “Tempo Treadmill, Tempo Bounce, Qlibs,” and “Train the Brain.”</p>	<p>Mr. Powers will:</p> <p>Ask students for prior knowledge of the word “tempo” and any associated vocabulary (presto, largo, moderato, etc.)</p> <p>Show Quaver video lesson on tempo.</p> <p>Guide students in Quaver smart board activities including “Tempo Treadmill, Tempo Bounce, Qlibs,” and “Train the Brain.”</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>Listen to <i>The Legend of Tim Po</i> and describe, when prompted, what happened to the speed of the music.</p> <p>Perform movements and</p>	<p>Students will:</p> <p>Listen to <i>The Legend of Tim Po</i> and describe, when prompted, what happened to the speed of the music.</p> <p>Perform movements and instrument patterns (time allowing) for</p>	<p>Students will:</p> <p>Listen to <i>The Legend of Tim Po</i> and describe, when prompted, what happened to the speed of the music.</p> <p>Perform movements and instrument patterns (time</p>	<p>Students will:</p> <p>Share prior knowledge of the definition of “tempo” and any other words associated with tempo (presto, largo, moderato, etc.)</p> <p>View the Quaver lesson video on tempo.</p>	<p>Students will:</p> <p>Share prior knowledge of the definition of “tempo” and any other words associated with tempo (presto, largo, moderato, etc.)</p>	<p>Students will:</p> <p>Share prior knowledge of the definition of “tempo” and any other words associated with tempo (presto, largo, moderato, etc.)</p>

		instrument patterns (time allowing) for <i>The Legend of Tim Po</i> . Play “Tempo Treadmill” game at the smart board.	<i>The Legend of Tim Po</i> . Play “Tempo Treadmill” game at the smart board.	allowing) for <i>The Legend of Tim Po</i> . Play “Tempo Treadmill” game at the smart board.	Participate in the Quaver smart board activities for tempo: “Tempo Treadmill, Tempo Bounce,” and “Qlibs.”	View the Quaver lesson video on tempo. Participate in the Quaver smart board activities for tempo: “Tempo Treadmill, Tempo Bounce,” and “Qlibs.”	View the Quaver lesson video on tempo. Participate in the Quaver smart board activities for tempo: “Tempo Treadmill, Tempo Bounce,” and “Qlibs.”
	Link <ul style="list-style-type: none"> • Restate the skill/strategy • Invite students to try it 	Movement with short selections from “Classical Connections” in the Quaver lesson	Movement with short selections from “Classical Connections” in the Quaver lesson	Movement with short selections from “Classical Connections” in the Quaver lesson	“Train the Brain” from Quaver tempo lesson	“Train the Brain” from Quaver tempo lesson	“Train the Brain” from Quaver tempo lesson
Assessments (We Check)	Assessment (Independent/ Collaborative Practice/Differentiation/Assessment Uses and Strategies) <ul style="list-style-type: none"> • How will you check for understanding? • Individual...small groups...peer conferencing... 	Teacher observation	Teacher observation	Teacher observation	Quaver Quiz	Quaver Quiz	Quaver Quiz

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		