

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/MTQ3Mjk3MzQ0NDIy>

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

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

Teacher: Powers		Week of: 2/22/21					
		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 ESGM1.PR.2 Perform a varied repertoire of music on instruments, 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:	I can:	I can:	I can:	I can:	I can:

		<p>Hear the difference between fast, slow, and medium in music.</p> <p>Use “fast, slow” and “medium” to describe the tempo of music when hearing it.</p> <p>Accompany a song with changing tempo on instruments.</p>	<p>Hear the difference between fast, slow, and medium in music.</p> <p>Use “largo, moderato” and “presto” to describe tempo in music.</p> <p>Accompany a song with changing tempo on instruments.</p>	<p>Perform a folk dance with a changing tempo.</p> <p>Use “largo, moderato” and “presto” to describe tempo in music.</p>	<p>Perform a folk dance with a changing tempo.</p> <p>Use “largo, moderato” and “presto” to describe tempo in music.</p>	<p>Perform a folk dance with a changing tempo.</p> <p>Use “largo, moderato” and “presto” to describe tempo in music.</p>	<p>Perform a folk dance with a changing tempo.</p> <p>Use “largo, moderato” and “presto” to describe tempo in music.</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...” 						

Work Period (We Do, You Do)	Teach (Direct Instruction) <ul style="list-style-type: none"> • Watch me as I... • Did you see how I... 	Mr. Powers will: Introduce “Tempo Bounce” game and have students correctly identify the beat in each example. Have students listen to three versions of <i>Bingo</i> and identify the tempo of each using “too slow, too fast,” or “just right.” Review and rehearse instrument parts for <i>The Legend of Tim Po</i> (from previous lesson). Invite students to the smart board to play “Tempo Treadmill.”	Mr. Powers will: Play “Quaver’s Theme” – original and at slower and faster tempos. Introduce the terms “largo, moderato,” and “presto” with Quaver visuals and listening game. Review and rehearse instrument parts for <i>The Legend of Tim Po</i> (from previous lesson) – adding part for Orff instruments. Invite students to the smart board to play “Tempo Treadmill.”	Mr. Powers will: Introduce the music for <i>Fjaskern</i> dance and have students identify the changing tempo. Introduce the terms “largo, moderato,” and “presto” with Quaver visuals and listening game. Guide students through the 4-step process of learning and performing <i>Fjaskern</i> (simplified version) – say, say and do, whisper and do, do. Invite students to the smart board to play “Tempo Treadmill.”	Mr. Powers will: Introduce the music for <i>Fjaskern</i> dance and have students identify the changing tempo. Guide students through the 4-step process of learning and performing <i>Fjaskern</i> – say, say and do, whisper and do, do. Guide students in Quaver smart board activities including “Tempo Treadmill, Tempo Bounce, Qlibs,” and “Train the Brain.”	Mr. Powers will: Introduce the music for <i>Fjaskern</i> dance and have students identify the changing tempo. Guide students through the 4-step process of learning and performing <i>Fjaskern</i> – say, say and do, whisper and do, do. Guide students in Quaver smart board activities including “Tempo Treadmill, Tempo Bounce, Qlibs,” and “Train the Brain.”	Mr. Powers will: Introduce the music for <i>Fjaskern</i> dance and have students identify the changing tempo. Guide students through the 4-step process of learning and performing <i>Fjaskern</i> – say, say and do, whisper and do, do. Guide students in Quaver smart board activities including “Tempo Treadmill, Tempo Bounce, Qlibs,” and “Train the Brain.”
	Active Engagement (Guided Practice) <ul style="list-style-type: none"> • How will students participate? • Turn & talk... • Turn to try... 	Students will: Listen to examples in “Tempo Bounce” game and identify the steady beat in each at the smart board.	Students will: Listen to <i>Quaver’s Theme</i> at three different tempos and identify as “slow, medium, or fast.”	Students will: Listen to the music for <i>Fjaskern</i> dance and identify the tempo changes using tempo words such as “largo, moderato”	Students will: Listen to the music for <i>Fjaskern</i> dance and identify the tempo changes using tempo words such as “largo, moderato”	Students will: Listen to the music for <i>Fjaskern</i> dance and identify the tempo changes using tempo words such as “largo, moderato”	Students will: Listen to the music for <i>Fjaskern</i> dance and identify the tempo changes using tempo

		<p>Listen to and identify the tempo of three versions of <i>Bingo</i> – “too slow, too fast,” or “just right.”</p> <p>Rehearse and perform instrument parts for <i>The Legend of Tim Po</i> (from previous lesson)</p> <p>Play “Tempo Treadmill” game at the smart board.</p>	<p>View Quaver tempo lesson visual and identify three tempo words: “largo, moderato, presto”</p> <p>Rehearse and perform instrument parts for <i>The Legend of Tim Po</i> (from previous lesson) – including Orff instrument part.</p> <p>Play “Tempo Treadmill” game at the smart board.</p>	<p>“slow, medium” and “fast.”</p> <p>View Quaver tempo lesson visual and identify three tempo words: “largo, moderato, presto”</p> <p>Rehearse and perform the movements for <i>Fjaskern</i> with the 4-step process – say, say and do, whisper and do, do.</p> <p>Play “Tempo Treadmill” game at the smart board.</p>	<p>and “presto” (from previous lesson).</p> <p>Rehearse and perform the movements for <i>Fjaskern</i> with the 4-step process – say, say and do, whisper and do, do.</p> <p>Participate in the Quaver smart board activities for tempo: “Tempo Treadmill, Tempo Bounce,” and “Qlibs.”</p>	<p>moderato” and “presto” (from previous lesson).</p> <p>Rehearse and perform the movements for <i>Fjaskern</i> with the 4-step process – say, say and do, whisper and do, do.</p> <p>Participate in the Quaver smart board activities for tempo: “Tempo Treadmill, Tempo Bounce,” and “Qlibs.”</p>	<p>words such as “largo, moderato” and “presto” (from previous lesson).</p> <p>Rehearse and perform the movements for <i>Fjaskern</i> with the 4-step process – say, say and do, whisper and do, do.</p> <p>Participate in the Quaver smart board activities for tempo: “Tempo Treadmill, Tempo Bounce,” and “Qlibs.”</p>
	<p>Link</p> <ul style="list-style-type: none"> • Restate the skill/strategy • Invite students to try it 	<p>Movement with short selections from “Classical Connections” in the Quaver lesson</p>	<p>“Train the Brain” from Quaver tempo lesson</p>	<p>“Train the Brain” from Quaver tempo lesson</p>	<p>“Train the Brain” from Quaver tempo lesson</p>	<p>“Train the Brain” from Quaver tempo lesson</p>	<p>“Train the Brain” from Quaver tempo lesson</p>

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... 	Quaver assessment and quiz challenge	Quaver assessment and quiz challenge		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. 						

Notes		