Music

Videos and links to activities are in Google Classroom:

Kindergarten: https://classroom.google.com/c/MTQ3MzgzNjg4NjAz
First 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

| eacher: 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: | l can: | I can: | l can: | l can: | I can: |

| | | lloom the | Hoor the difference | Doutous a fall dance | Perform a folk dance | Dorform a fall | Perform a folk |
|-------------|-----------------------------|------------------|----------------------|----------------------|----------------------|----------------------|----------------|
| | | Hear the | Hear the difference | Perform a folk dance | | Perform a folk | |
| | | difference | between fast, slow, | with a changing | with a changing | dance with a | dance with a |
| | | between fast, | and medium in | tempo. | tempo. | changing tempo. | changing |
| | | slow, and medium | music. | | | | tempo. |
| | | in music. | | Use "largo, | Use "largo, | Use "largo, | |
| | | | Use "largo, | moderato" and | moderato" and | moderato" and | Use "largo, |
| | | Use "fast, slow" | moderato" and | "presto" to describe | "presto" to describe | "presto" to describe | moderato" and |
| | | and "medium" to | "presto" to describe | tempo in music. | tempo in music. | tempo in music. | "presto" to |
| | | describe the | tempo in music. | · | • | , | describe tempo |
| | | tempo of music | | | | | in music. |
| | | when hearing it. | Accompany a song | | | | |
| | | When hearing it. | with changing | | | | |
| | | A | | | | | |
| | | Accompany a song | tempo on | | | | |
| | | with changing | instruments. | | | | |
| | | tempo on | | | | | |
| | | instruments. | | | | | |
| | | | | | | | |
| | Connection | | | | | | |
| Do) | What reminders do I need to | | | | | | |
| = | give? | | | | | | |
| E | "Yesterday we talked about" | | | | | | |
| ∃ :≣ | "Today I want to teach you" | | | | | | |
| Opening (I | | | | | | | |
| 0 | | | | | | | |

| | Teach | Mr. Powers will: | Mr. Powers will: | Mr. Powers will: | Mr. Powers will: | Mr. Powers will: | Mr. Powers |
|-----------------------------|--------------------------------|--------------------------|-----------------------------|---------------------------|---------------------------|---------------------------|------------------|
| | (Direct Instruction) | IVII. FOWEIS WIII. | IVII. FOWEIS WIII. | Will. FOWEIS Will. | IVII. FOWEIS WIII. | IVII. FOWEIS WIII. | will: |
| | Watch me as I | Introduce "Tempo | Play "Quaver's | Introduce the music | Introduce the music | Introduce the music | vviii. |
| | Did you see how I | Bounce" game and | Theme" – original | for <i>Fjaskern</i> dance | for <i>Fjaskern</i> dance | for <i>Fjaskern</i> dance | Introduce the |
| | | have students | and at slower and | and have students | and have students | and have students | music for |
| | | correctly identify | faster tempos. | identify the changing | identify the changing | identify the | Fjaskern dance |
| | | the beat in each | laster tempos. | tempo. | tempo. | changing tempo. | and have |
| | | example. | Introduce the terms | tempo. | tempo. | changing tempo. | students |
| | | example. | "largo, moderato," | Introduce the terms | Guide students | Guide students | identify the |
| | | Have students | and "presto" with | "largo, moderato," | through the 4-step | through the 4-step | changing |
| | | listen to three | Quaver visuals and | and "presto" with | process of learning | process of learning | |
| | | versions of <i>Bingo</i> | listening game. | Quaver visuals and | and performing | and performing | tempo. |
| | | and identify the | listering game. | listening game. | Fjaskern – say, say | Fjaskern – say, say | Guide students |
| | | tempo of each | Review and | listerinig garrie. | and do, whisper and | and do, whisper and | through the 4- |
| | | using "too slow, | rehearse instrument | Guide students | do, do. | do, do. | step process of |
| | | too fast," or "just | parts for <i>The Legend</i> | through the 4-step | do, do. | do, do. | learning and |
| <u>0</u> | | right." | of Tim Po (from | process of learning | Guide students in | Guide students in | performing |
| n n | | light. | previous lesson) – | and performing | Quaver smart board | Quaver smart board | Fjaskern – say, |
| × | | Review and | adding part for Orff | Fjaskern (simplified | activities including | activities including | say and do, |
| 00 | | rehearse | instruments. | version) – say, say | "Tempo Treadmill, | "Tempo Treadmill, | whisper and |
| e | | instrument parts | mistraments. | and do, whisper and | Tempo Bounce, | Tempo Bounce, | do, do. |
| ≥ | | for The Legend of | Invite students to | do, do. | Qlibs," and "Train the | Qlibs," and "Train | 40, 40. |
| ро | | Tim Po (from | the smart board to | uo, uo. | Brain." | the Brain." | Guide students |
| Work Period (We Do, You Do) | | previous lesson). | play "Tempo | Invite students to the | Drain. | the Brain. | in Quaver |
| 9 | | previous lesson). | Treadmill." | smart board to play | | | smart board |
| o T | | Invite students to | Treadmin. | "Tempo Treadmill." | | | activities |
| > | | the smart board to | | rempo rredumini. | | | including |
| | | play "Tempo | | | | | "Tempo |
| | | Treadmill." | | | | | Treadmill, |
| | | Treadinii. | | | | | Tempo Bounce, |
| | | | | | | | Qlibs," and |
| | | | | | | | "Train the |
| | | | | | | | Brain." |
| | Active Engagement | Students will: | Students will: | Students will: | Students will: | Students will: | Students will: |
| | (Guided Practice) | Students wiii. | Students wiii. | Students wiii. | Stadents wiii. | Stadents wiii. | Students wiii. |
| | How will students participate? | Listen to examples | Listen to <i>Quaver's</i> | Listen to the music | Listen to the music | Listen to the music | Listen to the |
| | Turn & talk | · · | Theme at three | for <i>Fjaskern</i> dance | for <i>Fiaskern</i> dance | for <i>Fjaskern</i> dance | music for |
| | Turn to try | in "Tempo | different tempos | and identify the | and identify the | and identify the | Fjaskern dance |
| | | Bounce" game and | and identify as | tempo changes using | tempo changes using | tempo changes | and identify the |
| | | identify the steady | "slow, medium, or | tempo words such as | tempo words such as | using tempo words | tempo changes |
| | | beat in each at the | fast." | 15mpo moras saciras | "largo, moderato" | such as "largo, | using tempo |
| | | smart board. | iast. | | | 333 23 14.80) | 209 2060 |

| Link | Listen to and identify the tempo of three versions of Bingo – "too slow, too fast," or "just right." Rehearse and perform instrument parts for The Legend of Tim Po (from previous lesson) Play "Tempo Treadmill" game at the smart board. | View Quaver tempo lesson visual and identify three tempo words: "largo, moderato, presto" Rehearse and perform instrument parts for The Legend of Tim Po (from previous lesson) — including Orff instrument part. Play "Tempo Treadmill" game at the smart board. | "slow, medium" and "fast." View Quaver tempo lesson visual and identify three tempo words: "largo, moderato, presto" Rehearse and perform the movements for Fjaskern with the 4- step process – say, say and do, whisper and do, do. Play "Tempo Treadmill" game at the smart board. | and "presto" (from previous lesson). Rehearse and perform the movements for Fjaskern with the 4-step process – say, say and do, whisper and do, do. Participate in the Quaver smart board activities for tempo: "Tempo Treadmill, Tempo Bounce," and "Qlibs." | moderato" and "presto" (from previous lesson). Rehearse and perform the movements for Fjaskern with the 4- step process – say, say and do, whisper and do, do. Participate in the Quaver smart board activities for tempo: "Tempo Treadmill, Tempo Bounce," and "Qlibs." | words such as "largo, moderato" and "presto" (from previous lesson). Rehearse and perform the movements for Fjaskern with the 4-step process – say, say and do, whisper and do, do. Participate in the Quaver smart board activities for tempo: "Tempo Treadmill, Tempo Bounce," and "Qlibs." |
|--|--|---|---|---|--|---|
| Restate the skill/strategy Invite students to try it | short selections from "Classical Connections" in the Quaver lesson | from Quaver tempo lesson | from Quaver tempo lesson | from Quaver tempo lesson | from Quaver tempo lesson | Brain" from Quaver tempo lesson |

| Assessments (We Check) | Assessment (Independent/ Collaborative Practice/Differentiation/Assessment Uses and Strategies) How will you check for understanding? Individualsmall groupspeer conferencing | Quaver assessment and quiz challenge | Quaver assessment and quiz challenge | Quaver Quiz | Quaver Quiz | Quaver Quiz |
|------------------------|--|--|---|-------------|-------------|-------------|
| Closing (We Check) | Share (Summarizer/ Assessment Uses/Strategies) Invite students to share their work. Review anchor charts, tips, and strategies. | | | | | |

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