Music

Videos and links to activities are in Google Classroom:

Kindergarten: https://classroom.google.com/c/MTQ3MzA0NjkyNTEz
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

Teacher: Powers	Week of: 3/1/21					
	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 ESGMK.PR.2 Perform a varied repertoire of music on instruments,	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,	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
Leaving Toyacte	alone and with others	alone and with others	Leani	Lean	Leani	Lean
Learning Targets	I can: Identify and describe dynamics in music.	l can: Identify and describe dynamics in music.	I can: Identify and describe dynamics in music.	I can: Identify and describe dynamics in music.	l can: Identify and describe dynamics in music.	I can: Identify and describe dynamics in music.

	Success Criteria	l can:	l can:	I can:	l can:	l can:	I can:
		Hear the difference between loud and soft in music. Use "loud and soft" and "forte and piano" to describe the dynamics of music when hearing it. Perform loud and soft sounds on instruments.	Hear the difference between loud and soft in music. Use "loud and soft" and "forte and piano" to describe the dynamics of music when hearing it. Perform loud and soft sounds on instruments.	Hear the difference between loud and soft in music. Use "forte, piano, fortissimo, pianissimo" to describe the dynamics of music when hearing it. Recognize symbols used for dynamics.	Hear the difference between loud and soft in music. Use "forte, piano, fortissimo, pianissimo, crescendo, decrescendo" to describe the dynamics of music when hearing it. Recognize symbols used for dynamics.	Hear the difference between loud and soft in music. Use "forte, piano, fortissimo, pianissimo, crescendo, decrescendo" to describe the dynamics of music when hearing it. Recognize symbols used for dynamics.	Hear the difference between loud and soft in music. Use "forte, piano, fortissimo, pianissimo, crescendo, decrescendo" to describe the dynamics of music when hearing it.
							symbols used for dynamics.
Opening (I Do)	What reminders do I need to give? "Yesterday we talked about" "Today I want to teach you"	In Like A Lion with movement	In Like A Lion with movement	<i>In Like A Lion</i> with movement			

	Teach	Mr. Powers will:	Mr. Powers will:	Mr. Powers will:	Mr. Powers will:	Mr. Powers will:	Mr. Powers
	(Direct Instruction)						will:
	Watch me as I	Introduce	Introduce	Prompt students to	Prompt students to	Prompt students to	
	Did you see how I	"dynamics, forte,	"dynamics, forte,	share prior	share prior	share prior	Prompt
		and piano" with	and piano" with the	knowledge of	knowledge of	knowledge of	students to
		the visual from	visual from Quaver.	dynamics terms.	dynamics terms.	dynamics terms.	share prior
		Quaver.					knowledge of
			Have students	Show students	Show students	Show students	dynamics
		Have students	identify loud and	Quaver lesson video	Quaver lesson video	Quaver lesson video	terms.
		identify loud and	soft sounds with	on dynamics.	on dynamics.	on dynamics.	
		soft sounds with	Quaver "Loud and				Show students
		Quaver "Loud and	Soft Sounds" game.	Facilitate Quaver	Facilitate Quaver	Facilitate Quaver	Quaver lesson
		Soft Sounds"		smart board games	smart board games	smart board games	video on
		game.	Facilitate rehearsal	for dynamics –	for dynamics –	for dynamics –	dynamics.
			and performance of	"Qlibs" and "Train	"Qlibs" and "Train	"Qlibs" and "Train	
 		Facilitate rehearsal	Dynamic	the Brain."	the Brain."	the Brain."	Facilitate
ے ا		and performance	Boomwhackers.				Quaver smart
رة		of Dynamic					board games
~		Boomwhackers.					for dynamics –
ă							"Qlibs" and
ĕ							"Train the
 							Brain."
Work Period (We Do, You Do)	Active Engagement	Students will:	Students will:	Students will:	Students will:	Students will:	Students will:
Pe	(Guided Practice)How will students participate?		Identify and practice				
본	Turn & talk	Identify and	pronouncing	Share prior	Share prior	Share prior	Share prior
§	• Turn to try	practice	"dynamics, forte,	knowledge of	knowledge of	knowledge of	knowledge of
		pronouncing		dynamics terms	dynamics terms	dynamics terms	dynamics terms
		"dynamics, forte,	and piano" with the	("forte, piano," etc.)	("forte, piano," etc.)	("forte, piano," etc.)	("forte, piano,"
		and piano" with	visual from Quaver.	View the Quaver	View the Quaver	View the Quaver	etc.)
		the visual from		lesson video on	lesson video on	lesson video on	View the
		Quaver.	Listen to sounds in				Quaver lesson
			"Loud and Soft	dynamics.	dynamics.	dynamics.	'
		Listen to sounds in	Sounds" game and	Participate in Quaver	Participate in Quaver	Participate in	video on
		"Loud and Soft	individually identify	smart board games	smart board games	Quaver smart board	dynamics.
		Sounds" game and	each sound at the	for dynamics –	for dynamics –	games for dynamics	Participate in
		individually	smart board.	"Qlibs" and "Train	"Qlibs" and "Train	- "Qlibs" and "Train	Quaver smart
		identify each		the Brain."	the Brain."	the Brain."	board games
		sound at the smart	Review playing	the brain.	the blain.	the blann.	for dynamics –
		board.	technique for				"Qlibs" and
		Doard.	boomwhackers and				Qiibs and
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		Review playing	perform <i>Dynamic</i>				"Train the
		technique for boomwhackers	Boomwhackers.				Brain."
		and perform					
		Dynamic					
		Boomwhackers.					
	Link						
	Restate the skill/strategyInvite students to try it						
	Thirte students to try it						
	Assessment	Teacher	Teacher observation	Quaver quiz	Quaver Quiz	Quaver Quiz	Quaver Quiz
Assessments (We Check)	(Independent/ Collaborative Practice/Differentiation/Assessment	observation					
5	Uses and Strategies)						
Š	How will you check for						
uts	understanding? • Individualsmall groupspeer						
Sme	conferencing						
ses	·						
¥							
	• (Summarizer/ Assessment						
	Uses/Strategies) Invite students to share their						
SK)	work.						
Closing (We Check)	 Review anchor charts, tips, and strategies. 						
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