

# 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: 3/1/21					
		Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Standards	<p><b>ESGMK.RE.1</b> Listen to, analyze, and describe music</p> <p><b>ESGMK.RE.3</b> Move to a varied repertoire of music, alone and with others</p> <p><b>ESGMK.PR.2</b> Perform a varied repertoire of music on instruments, alone and with others</p>	<p><b>ESGM1.RE.1</b> Listen to, analyze, and describe music</p> <p><b>ESGM1.RE.3</b> Move to a varied repertoire of music, alone and with others</p> <p><b>ESGM1.PR.2</b> Perform a varied repertoire of music on instruments, alone and with others</p>	<p><b>ESGM2.RE.1</b> Listen to, analyze, and describe music</p> <p><b>ESGM2.RE.3</b> Move to a varied repertoire of music, alone and with others</p>	<p><b>ESGM3.RE.1</b> Listen to, analyze, and describe music</p> <p><b>ESGM3.RE.3</b> Move to a varied repertoire of music, alone and with others</p>	<p><b>ESGM4.RE.1</b> Listen to, analyze, and describe music</p> <p><b>ESGM4.RE.3</b> Move to a varied repertoire of music, alone and with others</p>	<p><b>ESGM5.RE.1</b> Listen to, analyze, and describe music</p> <p><b>ESGM5.RE.3</b> Move to a varied repertoire of music, alone and with others</p>	
Learning Targets	I can:	I can:	I can:	I can:	I can:	I can:	I can:
	Identify and describe dynamics in music.	Identify and describe dynamics in music.	Identify and describe dynamics in music.	Identify and describe dynamics in music.	Identify and describe dynamics in music.	Identify and describe dynamics in music.	Identify and describe dynamics in music.

	<b>Success Criteria</b>	<p>I can:</p> <p>Hear the difference between loud and soft in music.</p> <p>Use “loud and soft” and “forte and piano” to describe the dynamics of music when hearing it.</p> <p>Perform loud and soft sounds on instruments.</p>	<p>I can:</p> <p>Hear the difference between loud and soft in music.</p> <p>Use “loud and soft” and “forte and piano” to describe the dynamics of music when hearing it.</p> <p>Perform loud and soft sounds on instruments.</p>	<p>I can:</p> <p>Hear the difference between loud and soft in music.</p> <p>Use “forte, piano, fortissimo, pianissimo” to describe the dynamics of music when hearing it.</p> <p>Recognize symbols used for dynamics.</p>	<p>I can:</p> <p>Hear the difference between loud and soft in music.</p> <p>Use “forte, piano, fortissimo, pianissimo, crescendo, decrescendo” to describe the dynamics of music when hearing it.</p> <p>Recognize symbols used for dynamics.</p>	<p>I can:</p> <p>Hear the difference between loud and soft in music.</p> <p>Use “forte, piano, fortissimo, pianissimo, crescendo, decrescendo” to describe the dynamics of music when hearing it.</p> <p>Recognize symbols used for dynamics.</p>	<p>I can:</p> <p>Hear the difference between loud and soft in music.</p> <p>Use “forte, piano, fortissimo, pianissimo, crescendo, decrescendo” to describe the dynamics of music when hearing it.</p> <p>Recognize symbols used for dynamics.</p>
<b>Opening (I Do)</b>	<b>Connection</b> <ul style="list-style-type: none"> <li>• What reminders do I need to give?</li> <li>• “Yesterday we talked about...”</li> <li>• “Today I want to teach you...”</li> </ul>	<i>In Like A Lion</i> with movement	<i>In Like A Lion</i> with movement	<i>In Like A Lion</i> with movement			

<b>Work Period (We Do, You Do)</b>	<p align="center"><b>Teach</b> (Direct Instruction)</p> <ul style="list-style-type: none"> <li>• Watch me as I...</li> <li>• Did you see how I...</li> </ul>	<p>Mr. Powers will:</p> <p>Introduce “dynamics, forte, and piano” with the visual from Quaver.</p> <p>Have students identify loud and soft sounds with Quaver “Loud and Soft Sounds” game.</p> <p>Facilitate rehearsal and performance of <i>Dynamic Boomwhackers</i>.</p>	<p>Mr. Powers will:</p> <p>Introduce “dynamics, forte, and piano” with the visual from Quaver.</p> <p>Have students identify loud and soft sounds with Quaver “Loud and Soft Sounds” game.</p> <p>Facilitate rehearsal and performance of <i>Dynamic Boomwhackers</i>.</p>	<p>Mr. Powers will:</p> <p>Prompt students to share prior knowledge of dynamics terms.</p> <p>Show students Quaver lesson video on dynamics.</p> <p>Facilitate Quaver smart board games for dynamics – “Qlibs” and “Train the Brain.”</p>	<p>Mr. Powers will:</p> <p>Prompt students to share prior knowledge of dynamics terms.</p> <p>Show students Quaver lesson video on dynamics.</p> <p>Facilitate Quaver smart board games for dynamics – “Qlibs” and “Train the Brain.”</p>	<p>Mr. Powers will:</p> <p>Prompt students to share prior knowledge of dynamics terms.</p> <p>Show students Quaver lesson video on dynamics.</p> <p>Facilitate Quaver smart board games for dynamics – “Qlibs” and “Train the Brain.”</p>	<p>Mr. Powers will:</p> <p>Prompt students to share prior knowledge of dynamics terms.</p> <p>Show students Quaver lesson video on dynamics.</p> <p>Facilitate Quaver smart board games for dynamics – “Qlibs” and “Train the Brain.”</p>
	<p align="center"><b>Active Engagement</b> (Guided Practice)</p> <ul style="list-style-type: none"> <li>• How will students participate?</li> <li>• Turn &amp; talk...</li> <li>• Turn to try...</li> </ul>	<p>Students will:</p> <p>Identify and practice pronouncing “dynamics, forte, and piano” with the visual from Quaver.</p> <p>Listen to sounds in “Loud and Soft Sounds” game and individually identify each sound at the smart board.</p>	<p>Students will:</p> <p>Identify and practice pronouncing “dynamics, forte, and piano” with the visual from Quaver.</p> <p>Listen to sounds in “Loud and Soft Sounds” game and individually identify each sound at the smart board.</p> <p>Review playing technique for boomwhackers and</p>	<p>Students will:</p> <p>Share prior knowledge of dynamics terms (“forte, piano,” etc.)</p> <p>View the Quaver lesson video on dynamics.</p> <p>Participate in Quaver smart board games for dynamics – “Qlibs” and “Train the Brain.”</p>	<p>Students will:</p> <p>Share prior knowledge of dynamics terms (“forte, piano,” etc.)</p> <p>View the Quaver lesson video on dynamics.</p> <p>Participate in Quaver smart board games for dynamics – “Qlibs” and “Train the Brain.”</p>	<p>Students will:</p> <p>Share prior knowledge of dynamics terms (“forte, piano,” etc.)</p> <p>View the Quaver lesson video on dynamics.</p> <p>Participate in Quaver smart board games for dynamics – “Qlibs” and “Train the Brain.”</p>	<p>Students will:</p> <p>Share prior knowledge of dynamics terms (“forte, piano,” etc.)</p> <p>View the Quaver lesson video on dynamics.</p> <p>Participate in Quaver smart board games for dynamics – “Qlibs” and</p>

		Review playing technique for boomwhackers and perform <i>Dynamic Boomwhackers</i> .	perform <i>Dynamic Boomwhackers</i> .				“Train the Brain.”
	<b>Link</b> <ul style="list-style-type: none"> <li>• Restate the skill/strategy</li> <li>• Invite students to try it</li> </ul>						
Assessments (We Check)	<b>Assessment</b> (Independent/ Collaborative Practice/Differentiation/Assessment Uses and Strategies) <ul style="list-style-type: none"> <li>• How will you check for understanding?</li> <li>• Individual...small groups...peer conferencing...</li> </ul>	Teacher observation	Teacher observation	Quaver quiz	Quaver Quiz	Quaver Quiz	Quaver Quiz
Closing (We Check)	<b>Share</b> <ul style="list-style-type: none"> <li>• (Summarizer/ Assessment Uses/Strategies)</li> <li>• Invite students to share their work.</li> <li>• Review anchor charts, tips, and strategies.</li> </ul>						

<b>Notes</b>		