

Glynn County Daily 3rd Lesson Plan for ES Related Arts Instruction

Teacher: Wimberly Thomas	
Course/ Subject: Music 3rd	
Date of Instruction: NOVEMBER	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s: I can play the difference between a steady beat and a beat. I can sing by myself and with others. I can use instruments to make music. I can read and write rhythm.</p>
	<p>Learning Target: I can sing using a proper singing voice. I can read rhythm using spinners and write rhythm. I can use instruments properly to make music. I can distinguish between a steady beat and a beat. I know the different parts of a song: lyric, melody, harmony, chorus, verse.</p>
	<p>Success Criteria: I will be able to demonstrate proper and improper singing technique. I will be able to demonstrate the difference between a steady beat, unsteady beat, and a regular beat. Using instruments, I will be able to sight read a four bar phrase. With a song. I will be able to identify the melody, the lyric, and the harmony, in addition to the chorus and verse.</p>
	<p>Introduction/Connection: ask students and discuss Intro Videos:</p> <p>Count on Me - Bruno Mars Bruno Mars - Count on me lyrics</p>
	<p>DIRECT INSTRUCTION: When Christmas Comes to Town When Christmas Comes To Town ~ The Polar Express [Lyrics] When Christmas comes to town karaoke</p> <p>Somewhere in My Memory Somewhere In My Memory - John Williams (Lyrics)</p>

	<p>Auld Lang Syne Kenny G - Auld Lang Syne (Official Audio) Auld Lang Syne, Karaoke video with lyrics, Instrumental Version</p> <p>Jingle Bells</p> <p>Christmas Eve Sarajevo - Transiberian Orchestra Trans-Siberian Orchestra - Christmas Eve / Sarajevo (Timeless Version) (Official Music Video) 2020 Birch Elementary School Christmas Light Show</p>
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>RHYTHM Echo Rhythms with the Teacher Steady Beat Toss with Whole and Half Notes Reviewing Quarter Notes/Quarter Rest, Eighth Notes, Half Notes, and Whole Notes Using instruments to play a short phrase Tambourines with RR Playalong with Spinners</p> <p>INSTRUMENTS Woodwinds: Flute, Piccolo, Saxophone</p> <p>STORY The Music in Me The Music in Me</p> <p>ARTIST Vienna Boys Choir - Wellerman Vienna Boys Choir - Wellerman</p> <p>DANCING Freedom of Expression</p> <p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: Reading and Sight reading Rhythms with Spinners and body percussion</p>

<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p>	<p>SUMMARIZE/SHARE: We sang by ourselves and with others. We read and sight read rhythms with spinners and instruments. We moved to songs of opposite tempos or speeds. We discussed the meaning of friendship from our songs.</p>
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[Glynn County Daily 4th Lesson Plan for ES Related Arts Instruction](#)

<p>Teacher: Wimberly Thomas</p>	
<p>Course/ Subject: Music 4th</p>	
<p>Date of Instruction: NOVEMBER</p>	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s: I can play the difference between a steady beat and a beat. I can sing by myself and with others. I can use instruments to make music. I can read and write rhythm.</p> <p>Learning Target: I can sing using a proper singing voice. I can read rhythm using spinners and write rhythm. I can use instruments properly to make music. I can distinguish between a steady beat and a beat. I know the different parts of a song: lyric, melody, harmony, chorus, verse.</p> <p>Success Criteria: I will be able to demonstrate proper and improper singing technique. I will be able to demonstrate the difference between a steady beat, unsteady beat, and a regular beat. Using instruments, I will be able to sightread a four bar phrase. With a song. I will be able to identify the melody, the lyric, and the harmony, in addition to the chorus and verse.</p>

	<p>Introduction/Connection: ast students and discuss Intro Videos:</p> <p>A Million Dreams - Pink P!nk - A Million Dreams (Official Lyric Video)</p> <p>DIRECT INSTRUCTION: Cover Me In Sunshine P!nk, Willow Sage Hart - Cover Me In Sunshine (Lyrics)</p> <p>We are the World Lyrics - Michael Jackson: We Are the World</p> <p>Firework Katy Perry - Firework (Lyrics)</p>
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>RHYTHM Steady Beat Ball Toss Drum Along with Adele Drum Along with Dance Monkey</p> <p>INSTRUMENT Woodwinds Family Review</p> <p>MOVEMENT Opposite Tempos</p> <p>DANCING Freedom of Expression</p> <p>STORY The Music in Me The Music in Me</p> <p>ARTIST Vienna Boys Choir - Wellerman Vienna Boys Choir - Wellerman</p> <p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <p>Reading and Sight Reading Rhythms with Spinners</p>

<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8</p>	<p>SUMMARIZE/SHARE: We sang by ourselves and with others. We read and sight read rhythms with spinners and instruments. We moved to songs of opposite tempos or speeds. We discussed the meaning of friendship from our songs.</p>
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[Glynn County Daily 5th Lesson Plan for ES Related Arts Instruction](#)

<p>Teacher: Wimberly Thomas</p>	
<p>Course/ Subject: Music 5th</p>	
<p>Date of Instruction: NOVEMBER</p>	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s: I can play the difference between a steady beat and a beat. I can sing by myself and with others. I can use instruments to make music. I can read and write rhythm.</p> <p>Learning Target: I can sing using a proper singing voice. I can read rhythm using spinners and write rhythm. I can use instruments properly to make music. I can distinguish between a steady beat and a beat. I know the different parts of a song: lyric, melody, harmony, chorus, verse.</p> <p>Success Criteria: I will be able to demonstrate proper and improper singing technique. I will be able to demonstrate the difference between a steady beat, unsteady beat, and a regular beat. Using instruments, I will be able to sightread a four bar phrase. With a song. I will be able to identify the melody, the lyric, and the harmony, in addition to the chorus and verse.</p>

	<p>Introduction/Connection: ast students and discuss Intro Videos:</p> <p>A Million Dreams P!nk - A Million Dreams (Official Lyric Video)</p> <p>DIRECT INSTRUCTION: Cover Me In Sunshine P!nk, Willow Sage Hart - Cover Me In Sunshine (Lyrics)</p> <p>We are the World Lyrics - Michael Jackson: We Are the World</p> <p>Firework Katy Perry - Firework (Lyrics)</p>
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>RHYTHM Steady Beat Ball Toss Drum Along with Dance Monkey Drum Along with Fireflies</p> <p>INSTRUMENT Woodwinds Family Review</p> <p>MOVEMENT Opposite Tempos</p> <p>DANCING Freedom of Expression</p> <p>STORY The Music in Me The Music in Me</p> <p>ARTIST Vienna Boys Choir - Wellerman Vienna Boys Choir - Wellerman</p> <hr/> <p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <p>Reading and Sight Reading Rhythms with Spinners</p>

Closing (We Check)

Describe the instructional process that will be used to close the lesson and check for student understanding.

TKES : 1,2,3, 4,5,6,7,8

SUMMARIZE/SHARE:

We sang by ourselves and with others.

We read and sightread rhythms with spinners and instruments.

We moved to songs of opposite tempos or speeds.

We discussed the meaning of friendship from our songs.