



Griffin Maxwell Lesson Plans April 5-9
Full return; Ramadan

Character trait of the month: Determination

	<u>Grade 5</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade K</u>	<u>Grade 1</u>	<u>Grade 2</u>
	9:20-10:15	10:18-11:13	11:15-12:00	1:00-2:32 or 1:37-2:32	1:37-2:32	2:34-3:29
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Language Objective	Because I know about whole steps and half steps, I will be able to change a melody from Major into minor using software.	Using a folk song, I will sing with different <i>dynamics</i> to help classmates play a game.	With help reading a Bahraini folksong, I can sing in steps and skips to make a song major with a home tone <i>do</i> or minor with a home tone <i>la</i>	I can move my body and play instruments to show where music changes <i>form</i> from A sections to B sections.	I can move my body and play instruments to show where music changes <i>sections</i> in its <i>form</i> .	I will be able to count the rhythms and sing the pitches of a festive song in order to read the <i>melody</i> . I will use <i>ta</i> and <i>ta-di</i> and <i>mi re do</i> .
Content Objectives	I will learn about elements of Islam by celebrating a simple folksong from Saudi Arabia	By hearing skips and steps, I will be able to identify <i>sol mi re do</i> patterns in a game.	I will practice "audience procedures" as we attend a virtual field trip	Instruments have families because they share similarities. I can notice things that are the same.	I can read pitch using sol and mi that is expressed as letters and as symbols.	I will color a picture to show my understanding of high and low line notes and high and low low notes.
	I will change a whole step into a half step to make a song go from Major to minor.	I will consider how Mozart gave dynamics instructions to make music interesting and how singers know how to use those instructions.	Using a song from Bahrain, I will see how steps and skips work together to give a song an indication of its home tone.	I can keep a steady beat with my hands while using them to play an instrument	I can maintain a rhythm pattern while the teacher sings.	I can recognize that composers like Barbara Strozzi used dynamics to make a melody interesting.
	I will see how scales are built on a piano keyboard and on the music staff	I will make a body percussion pattern using 4 sounds on a beat.	I will virtually play along with folk music by keeping a consistent pattern	I can move my body to help me find patterns in music.	I can respond to different speeds of the beat in music.	I will consider how instruments and voices change dynamics.
Repertoire	Bop or Flop :	Rain Come Wet Me	BSO Virtual Field Trip	Six Little Ducks ; Alle Meine Entchen	Goofy Pets ; Naughty Kitty Cat.	Mr. Rabbit , Mr. Rabbit

	analyze	7.2a	analyze	7.2a	analyze	7.2a	analyze	7.2a	analyze	7.2a	analyze	7.2a
	Interpret	8.1a	Interpret	8.1a	Interpret	8.1a	Interpret	8.1a	Interpret	8.1a	Interpret	8.1a
	Evaluate	9.1a	Evaluate	9.1a	Evaluate	9.1a	Evaluate	9.1a	Evaluate	9.1a	Evaluate	9.1a
	Connecting		Connecting		Connecting		Connecting		Connecting		Connecting	
	synthesize	10.0a	synthesize	10.0a	synthesize	10.0a	synthesize	10.0a	synthesize	10.0a	synthesize	10.0a
	relate	11.0a	relate	11.0a	relate	11.0a	relate	11.0a	relate	11.0a	relate	11.0a