

<b>DATE:</b> 02/15		<b>GRADE:</b> Kindergarten	
<b>VERB(S):</b>		<b>DETAILS:</b>	
<b>PREP 2: Identi...</b> <b>PREP 1: Decip...</b> <b>PRAC: Improve</b> <b>PRAC: Read</b>		High and low pitches. High and low pitches. Fast and slow tempos. Dynamics and tempo.	
<b>SUCCESS:</b>		Hear two different pitches on the piano. Move like a cow or a bird to the correct pitch. Choose fast or slow. Read the cards and move with my body.	
<b>PREPARE:</b> Early (Prepare the Ear: Learn repertoire; build awareness of a new sound and its qualities.) Middle (Aural Context: Aurally use the new sound with a descriptor in conjunction with known concepts.) Late (Concept Manipulation: Visually use the new sound (pre-notation) with known concepts in standard notation.)  <b>PRESENT:</b> Label sound being prepared, show symbols and provide theory connection.  <b>PRACTICE:</b> Further development of recently presented concept through a variety of literacy skills.			
<b>OPENING</b>		<i>T will lead ss through Jack and Jill. Ss will find one partner and play jack and jill game.</i> <i>TRANS - T ends with ss on the orange line. Ss receive paper and pencil to go to their assigned dot.</i>	
<b>Comparatives: High &amp; Low</b>			
H I G H  C O N C	<b>PREP 2: Identify &amp; Com...</b>	<i>Pre-assessment</i>	<i>T plays extreme high and low pitches on piano. Ss must circle birds or cows corresponding to high and low. T improvises new words to collect papers and pencils in an organized orderly fashion.</i>
	<b>PREP 2: Identify &amp; Com...</b> <b>PREP 1: Decipher</b>	<i>Birds and Cows</i>	<i>T: Show me how a bird moves. Ss demonstrate while t plays piano.</i> <i>T: Show me how a cow moves. Ss demonstrate while t plays piano.</i> <i>T plays piano for students to guess birds or cows.</i> <i>T: When we flew like a bird our sound was __, and when we crawled like a cow our sound was __.</i>
<b>CHANGE OF PACE</b>			
<b>Comparatives: Dynamic &amp; Tempo</b>			
M O D  C O N C	<b>PRAC: Improve</b>	<i>Clickity Clack</i>	<i>T reads the book with the song. Ss will move around the room to the song. S will be an engineer and control fast or slow.</i>
	<b>PRAC: Read</b>	<i>Lucy Locket</i>	<i>T sings song while ss moves only when the t moves.</i> <i>T: We have to sing quietly because Lucy has sensitive ears.</i> <i>T leads students with dynamic cards while ss sing.</i>
	<b>CHOOSE:</b>		
<b>CLOSING</b>			

<b>DATE:</b> 02/22		<b>GRADE:</b> Kindergarten	
<b>VERB(S):</b>		<b>DETAILS:</b>	
<b>PREP 2: Identify</b>		<b>SUCCESS:</b>	
<b>PRAC: Improve</b>		High and low pitches	
<b>PRAC: Read</b>		Loud and quiet dynamics.	
		Dynamics and Tempo.	
		Hear the difference in the two pitches.	
		Sing the song with correct dynamics.	
		Read the cards and respond on instrument.	
<p><b>PREPARE:</b></p> <p>Early (Prepare the Ear: Learn repertoire; build awareness of a new sound and its qualities.)  Middle (Aural Context: Aurally use the new sound with a descriptor in conjunction with known concepts.)  Late (Concept Manipulation: Visually use the new sound (pre-notation) with known concepts in standard notation.)</p> <p><b>PRESENT:</b></p> <p>Label sound being prepared, show symbols and provide theory connection.</p> <p><b>PRACTICE:</b></p> <p>Further development of recently presented concept through a variety of literacy skills.</p>			
<b>OPENING</b>		<p><i>Engine #9 - ss will follow t into classroom in their line while chanting the words modeling high and low speaking voices as a vocal and physical warm up. T will pick up Bella and Beau for pitch visual. T will switch the order of high and low phrases for ss to respond.</i></p> <p><i>TRANS: T demonstrates Bella and Beau chanting Queen Caroline</i></p>	
H I G H  C O N C	<b>Comparatives: High &amp; Low</b>		
	<b>PREP 2: Improve</b>	<i>Puppets</i>	<i>T shuffles dot box for s to come choose Bella and/or Beau and chant Queen Caroline</i>
	<b>PREP 2: Identify &amp; Com...</b>	<i>Assessment</i>	<i>Birds and cows pictures will be placed on either side of a line. T will play extreme and 9th(r', d) high and low pitches on piano while ss by dot colors stand on a line and jump to which side the answer is on.</i>
<b>CHANGE OF PACE</b>		<i>Intro to Fishy Song- T is queen and ss can only move when t claps.</i>	
M O D  C O N C	<b>Comparatives: Dynamic &amp; Tempo</b>		
	<b>PRAC: Improve</b>	<i>Lucy Locket</i>	<i>T leads ss into a sitting circle. Ss play game for Lucy Locket with a purse.</i>
	<b>PRAC: Read</b>	<i>Drum Ensemble</i>	<i>T is the "conductor" who holds up cards (fast/slow/loud/quiet) while ss respond on instrument. Ss will be the conductor too.</i>
	<b>CHOOSE:</b>		
<b>CLOSING</b>			

<b>DATE:</b> 03/02		<b>GRADE:</b> Kindergarten no. 3	
<b>VERB(S):</b>		<b>DETAILS:</b>	
<b>PREP 1: Perform</b> - <b>PRAC: Read</b> - <b>PRAC: Compose</b> -		<b>High and low pitches.</b> <b>Dynamics and Tempo.</b> <b>Dynamics and Tempo.</b>	<b>While singing and moving fishy sticks.</b> <b>Follow the conductor with my instrument.</b> <b>Choose own dynamics and tempo for the song.</b>
<b>PREPARE:</b> Early (Prepare the Ear: Learn repertoire; build awareness of a new sound and its qualities.) Middle (Aural Context: Aurally use the new sound with a descriptor in conjunction with known concepts.) Late (Concept Manipulation: Visually use the new sound (pre-notation) with known concepts in standard notation.)  <b>PRESENT:</b> Label sound being prepared, show symbols and provide theory connection.  <b>PRACTICE:</b> Further development of recently presented concept through a variety of literacy skills.			
<b>OPENING</b>		<i>Fishy Hand Puppet - Story of a fish with song fishy fishy</i>	
H I G H  C O N C	<i>Comparatives: High &amp; Low</i>		
	<b>PREP 1: Perform</b> -	<i>Fishy Fishy Game</i>	<i>Ss will play the game and be the king or queen</i>
	<b>PREP 1: Perform</b> - <b>PREP 1: Move/Echo</b> -	<i>Post Assessment</i>	<i>Ss will demonstrate with fishy sticks as dot groups fishy fishy while singing.</i>
<b>CHANGE OF PACE</b>			
M O D  C O N C	<i>Comparatives: Dynamic &amp; Tempo</i>		
	<b>PRAC: Read</b> -	<i>Drum Ensemble Mashup</i>	<i>T is the "conductor" with the tempo and dynamic dice. Ss will be the "conductor" too.</i>
	<b>PRAC: Compose</b> -	<i>Queen Caroline Craft</i>	<i>Ss will find one partner. T gives composition paper to ss. Ss will cut out dynamics and tempo to begin craft.</i>
	<b>CHOOSE:</b> -		
<b>CLOSING</b>			