**G.A.N.A.G. Music Lesson Plan (10)**

**Teacher: Diana Rodriguez Week: October 14 - 18, 2013**

|  | **Standard** | **Goal** | **Access Prior Knowledge** | **New Information** | **Apply Knowledge** | **Generalize/ Goal Review/ Grade** |
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| **Monday****6th Grade**  | **Focus Standard:**MU.1 Students sing, alone and with others, a varied repertoire of music.MU.2 Students perform on instruments, alone and with others, a varied repertoire of music. | To sing and play the song “Happy Birthday Song”  | They practice the circle of A Major. |  | They play sing and play the song. | The kids sing and play the guitar accompaniment. |
| **Supporting Standards:**MU. 1 a, b, cMU. 2, a, b, c  |
| **Monday****3rd Grade** | **Focus Standard:**MU.2 Students perform on instruments, alones and with others, a varied repertoire of music.MU.4 Students read and notate music. | Perform the exercises in page 5. (Recorder Express Method)Read and notate Quarter and Eighth Notes | They identify the note parts | Established the similarities and differences between the notes, they identify by eye the two music notes. | The kids practice with recorder the songs.Read and notate Quarter and Eighth Notes in their notebooks. | They play the songs in page 5 in small groups.Complete the notes and read rhythmic lines. |
| **Supporting Standards:**MU. 2a, bMU.4 a, b, c |
| **Monday****7th Grade** | **Focus Standard:**MU.2 Students perform on instruments, alones and with others, a varied repertoire of music.MU.6 Students listen to, analyze, and describe music.MU.7 Students evaluate musical performances.MU.8 Students understand relationships between music and the others arts and disciplines outside the arts.MU.9 Students understand music in relation to history and culture. | Highlight some aspects in the Music History developed during the Renaissance.Play the song Let It Be by the Beatles | Review: Music in the Antiquity and Middle Ages.Practice the chord progression for the verses and the chorus. | They read the information presented in the booklet. (Pg. 6H) | They complete the worksheet while they listen to some examples presented in this period of the Music History.Play together and by verses. | They complete the worksheet.Students play along.  |
| **Supporting Standards:**MU. 2a, b MU.6 a, b, MU.7 aMU.8 bMU.9 a, b, c |
| **Tuesday****6th Grade** | **Focus Standard:**MU.2 Students perform on instruments, alone and with others, a varied repertoire of music. | To perform “Happy Birthday Song”  | Practice of the A Major Circle |  | The kids practice the song all together. | Play and sing the song by groups. |
| **Supporting Standards:**MU. 2 a, b, c |
| **Tuesday****2nd Grade** | **Focus Standard:**MU.1 Students sing, alone and with others, a varied repertoire of music.MU.4 Students read and notate music. | Read and notate Eight Rest. Practice the song for the October´s Celebration Acto Civico | They identify the Quarter Note and the Quarter Rest presented on the board. | Introduction to the Eighth Rest. | Students complete a page with the new note.Sing along. | Play the rhythmic lines that include Quarter Notes and Rests, and Eight Notes and Rests in small groups.Sing the song. |
| **Supporting Standards:**MU.1a, b, eMU.4 a, b, c |
| **Tuesday****7th Grade** | **Focus Standard:**MU.2 Students perform on instruments, alones and with others, a varied repertoire of music.MU.6 Students listen to, analyze, and describe music.MU.7 Students evaluate musical performances.MU.8 Students understand relationships between music and the others arts and disciplines outside the arts.MU.9 Students understand music in relation to history and culture. | Highlight some aspects in the Music History developed during the Renaissance Period. To sing and play “Let it Be” by the Beatles. | ReviewChord progression practice | They read the information presented in the booklet. (Pg. 7H) | They complete the worksheet while they listen to some examples presented in this period of the Music History. | They complete the worksheet. Play and sing the song. (Complete) |
| **Supporting Standards:**MU. 2a, b MU.6 a, b, MU.7 aMU.8 bMU.9 a, b, c |
| **Tuesday****Elective Band**  | **Focus Standard:**MU.2 Students perform on instruments, alone and with others, a varied repertoire of music. | To play the song “Locomotion and Chico” Introduce the X-mas song “ThreeCarols for Christmas”  | Practice the 1, 2 and 3rd Scale | Read and play the measures 1 - 8 | Practice together. Practice by sections. | They play both songsPractice together. |
| **Supporting Standards:**MU. 2, a, b, c |
| **Wednesday****5th Grade** | **Focus Standard:**MU.2 Students perform on instruments, alone and with others, a varied repertoire of music.MU.5 Students read and notate music. | To practice with recorder exercises in page 37. (Method Recorder Express)Identify the tones presented in the G Major Scale. | The students read and identify the notes presented in the page.Review: C Major Scale | They identify by fingering position by names the notes presented in the recorder exercises.Using the resonant bells, they create new Scale.  | The kids practice each exercise. They create the G Major Scale and identify the new Sharp in the VII Scale Degree. | They play with recorder the exercises.They complete the new scale correctly. |
| **Supporting Standards:**MU.2 a, bMU. 5, a, b,  |
| **Wednesday****4th Grade** | **Focus Standard:**MU.2 Students perform on instruments, alone and with others, a varied repertoire of music.MU.5 Students read and notate music.  | To practice with recorder the exercises in the page 15. Read music in Treble Clef. | The students identify the fingering positions.Review: * Line and Space notes.
* Ledger Lines
 | They practice each exercise.Introduction to the Ledger Lines | The kids practice together the fingering exercises with recorder.Worksheet II-15 (Ready to use Music Activities Kit)  | They play the exercises in small groups.Reading speed test. |
| **Supporting Standards:**MU.2 a, b, d,MU. 5, b  |
| **Wednesday****7th Grade** | **Focus Standard:**MU.2 Students perform on instruments, alones and with others, a varied repertoire of music.MU.6 Students listen to, analyze, and describe music.MU.7 Students evaluate musical performances.MU.8 Students understand relationships between music and the others arts and disciplines outside the arts.MU.9 Students understand music in relation to history and culture. | Review the Antiquity, Middle Ages and the Renaissance Periods. Perform the song “Let it Be” by The Beatles | Music History Time Line.Chord progression practice. |  | They establish similarities and differences presented in the three Music History periods.They sing and play the song using the strumming pattern. | Students are able to identify music samples by period.Sing and play along in small groups.  |
| **Supporting Standards:**MU. 2a, b MU.6 a, b, MU.7 aMU.8 bMU.9 a, b, c |
| **Thursday****1st Grade** | **Focus Standard:**MU.1 Students sing, alone and with others, a varied repertoire of music.MU.4 Students read and notate music. | To introduce the Staff Spaces | They count the spaces in a staff drawn on the class floor. | Following instructions, they fill in the spaces of the staff form the bottom to the top. | The students complete a page with this exercise. | Taking turns, the kids identify the spaces of the staff. (music game) |
| **Supporting Standards:**MU.1 a, b, c, dMU.4 a, b, c |
| **Thursday****Band Elective** | **Focus Standard:**MU.2 Students perform on instruments, alone and with others, a varied repertoire of music. | To practice the song “Locomotion and Chico” for the Acto Civico |  |  | Practice together.  | They play both songs |
| **Supporting Standards:**MU. 2 a, b, c, |
| **Friday****4th Grade** | **Focus Standard:**MU.2 Students perform on instruments, alone and with others, a varied repertoire of music.MU.5 Students read and notate music.  | To perform the exercises in the page 15. Read and notate music in Ledger Lines | Review: Musical Alphabet. | Using the Musical Alphabet, they identify the music notes on the upper and lower ledger lines. | The kids practice together the fingering exercises with recorder.Worksheet II-16 (Ready to use Music Activities Kit)  | They play the exercises in small groups.Complete the page. |
| **Supporting Standards:**MU.2 a, b, d,MU. 5, b  |
| **Friday****5th Grade** | **Focus Standard:**MU.2 Students perform on instruments, alone and with others, a varied repertoire of music.MU.5 Students read and notate music. | To perform exercises in page 37. (Method Recorder Express)Identify the G Major Scale Structure. | The students read and identify the notes presented in the page.Review: the G Major Scales tones | They identify by fingering position by names the notes presented in the recorder exercises.Using the C major scale, as the Model Scale, they built up the G Major Scale Structure on the board.  | The kids practice each exercise. They write the G Major Scale structure in their notebooks. | They play with recorder the exercises.They complete the G Major Scale structure in their notebooks. |
| **Supporting Standards:**MU.2 a, bMU. 5, a, b,  |