

**5th: Mon-Wed Feb. 24 (Blomberg), 25 (Jehl), 27 (Longworth).**

<p><b>Warm Up</b> <b>5 minutes</b></p>	<p><b>Major Scale Warmup</b> LT: SWBAT accurately and tunefully sing a major scale up and down in scale degree numbers (EN/ES) and solfege (tonic do)</p> <p>ST: 5th Grade, Standard 3 (Theory) Prepared Graduates 6. Aurally identify and differentiate musical elements to interpret and respond to music.</p> <ul style="list-style-type: none"><li>-Greet students, introduce guest Prof. Hedrick</li><li>-<i>Carrot</i>: looking for a leader with strong singing and movement to play bass bars later</li><li>-Teacher model activity, students join in (they know it)</li><li>-T. transition to piano for pitch reinforcement<ul style="list-style-type: none"><li>-Sing scale degree numbers in English, Spanish</li></ul></li><li>-Solfege hand signs review<ul style="list-style-type: none"><li>-Hand signs with movement if ready</li></ul></li></ul> <p>Transition: -Student leader passes out worksheets -Each pair gets whiteboards and pencils</p>
<p><b>Concentration 1</b> <b>10 Minutes</b></p>	<p><b>Write major scale in pairs - B-flat</b> LT: SWBAT build (ie. notate) a B-flat Major scale using the major scale formula and teacher assistance. The goal is to complete more quickly than last time.</p> <p>ST: 5th Grade, Standard 3 (Theory): Prepared Graduates 5. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.</p> <ul style="list-style-type: none"><li>-Recite formula as a group</li><li>-Review ledger lines for low B-flat</li></ul> <p>For each note:</p> <ul style="list-style-type: none"><li>-Half or whole step?</li><li>-How many movements? (count)</li><li>-Say notes in between and next note</li><li>-Twirl pencil to show ready for next note</li></ul> <li>-After all are done heck a peer's work, bring to Mr. Wynja to check</li> <p>Transition: -Students sing "Weevily Wheat" and form a circle when done</p>
<p><b>Change of pace</b></p>	<p><b>Weevily Wheat</b></p>

<p><b>15 minutes</b></p>	<p>LT: SWBAT demonstrate collective steady pulse during the “hand pile” part of “Weevily Wheat” by building from individuals, to duets, to quartets.</p> <p><b>ST: Fifth Grade, Standard 1 (Expression): Prepared Graduates 3. Demonstrate practice and refinement processes to develop independent musicianship.</b></p> <ul style="list-style-type: none"> <li>-Start in a circle, review 5X5 hand part as a group, building steady beat <ul style="list-style-type: none"> <li>-Solo, partners, and quartets to build up to the full move</li> </ul> </li> <li>-Add beginning of song/game in quartets</li> <li>-Play several rounds</li> </ul> <p>Transition:</p> <ul style="list-style-type: none"> <li>-Physical prep: 5 X 7 is 35 (from Weevily Wheat) - for xylophone activity <ul style="list-style-type: none"> <li>-Clap, pat on legs, isolate wrists to prep for xylophones</li> </ul> </li> <li>-Sing Weevily Wheat to xylos, choose on-task student for bass bars</li> </ul>
<p><b>Concentration 2 15 minutes</b></p>	<p><b>Xylophone Rhythmic Prompt</b></p> <p>LT: SWBAT alter an existing musical prompt to create a unique musical idea.</p> <p><b>ST: Fifth Grade, Standard 2 (Creation): Prepared Graduates 4. Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.</b></p> <ul style="list-style-type: none"> <li>-Practice prompt (purple, forest green, purple, red) on a single note</li> <li>-Learn “Mr. Wynja’s Version” - D, F, G, A on each beat</li> <li>-Teacher model for parameters for changing: pick one note to change, and pick a different note to change it to.</li> <li>-Students create and practice their own version independently</li> <li>-St. Play their versions as a group, take 2 more minutes to refine</li> <li>-Each student plays their version for the class</li> </ul> <p>Transition:</p> <p>Put mallets away, find a spot in the room</p>
<p><b>Closing 5 minutes/if time</b></p>	<p><b>4th Note Game Variant - With Rhythmic Prompt</b></p> <p><i>I anticipate getting to part, but not all, of this activity, but want to be prepared if other parts go more quickly than expected.</i></p> <p>LT: SWBAT quickly and accurately respond to different tempos based on a rhythmically complex prep (expansion from four steady beats)</p> <p><b>ST: Fifth Grade, Standard 1 (Expression): Prepared Graduates 1. Apply knowledge and skills through a variety of means to demonstrate musical</b></p>

**concepts.**

-Jump to on “red” of “purple, forest green, purple, red” from previous activity.

-T. says out loud, then plays on piano (major scale up/down)

-Teacher led locomotor (saying, playing)

-Teacher and student led gross motor (clap to step)

-Teacher and student led fine motor (frame drums - probably a later date)

Transition to door:

-Students make their steps/jumps towards the door

-Find line order, ready to leave