**[Week of January 7th - 11th](#ddmjrlh5gyy2)**

[**Week of January 14th- 18th**](#5j2vwzsyagoh)

[**Week of January 22nd - 25th**](#fm88q8avcr36)

[**Week of February 4th - 8th**](#opsyc2h5ez5e)

[**Week of February 11th - 15th**](#n98i8ed9vvy7)

[**Week of February 18th - 22nd**](#l0bqn98zcjhz)

[**Week of February 25th - March 1st**](#awvaopyugom0)

[**Week of March 4th - 8th**](#n0tzsjxdbbuu)

[**Week of March 11th - 15th**](#1nxyxuog15ra)

[**Week of March 18th - 22nd**](#jjfjn7derl9g)

[**Week of March 25th - 29th**](#3sz6cfoat52w)

[**Week of April 1st - 5th**](#ko9mjnnv0eg)

[**Week of April 8th - 12th**](#gl2016mufut)

[**Week of April 15th - 19th**](#i5m3gyh4wuh3)

**Arts Instructional Focus Calendars**

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| **Week of January 7th - 11th** [**Next Week**](#5j2vwzsyagoh) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K- 3rd: Space  4th- 5th: Tap | K- I can use different levels in my movement.  How does changing my level affect the way my body moves?  1- I can use many directions and pathways.  Which locomotor movements work best in each direction? How can I change my movements to work in the given pathway?  2- I can explore different ranges.  How does the appearance of my movements change by making them smaller or bigger?  3- I can use the space around me to create variety in my dancing.  How does using the space change the tone of the movement?  4- 5 I can create different tones with my tap shoes.  What is tap dancing? | Levels, Directions, Pathways, Range, Forward, Backward, Up, Down, Right, Left, Spirling, High, Medium, Low, Alternating, Rising, Falling, Locomotor, Still Shape, Line, Curved, Zig-zag, Diagonal, Circle, Variety  Tap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-CE-E1: Kinesthetic Awareness  D-CE-E2: Elements of Dance  D-CE-E5: Improvised and Set Movement patterns | Lines and Shapes  Fractions |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K-upward and downward  1st - small percussion  2nd - Melody  3rd - Rhythm Reading  4th - Rhythm reading  5th - Ostinatos | K - What is upward and downward?  1st - I Can Identify small percussion such as vibraslap, woodblocks, scrapers, and windchimes.  2nd - What is solfege?  3rd - 4th - I Can Read and perform four beat rhythm patterns including quarter notes, quarter rests, eighth notesand half notes.  5th - What is an Ostinato | Upward, downward, beat, walk, jump, crawl, leap, vibraslap, woodblock, scraper, windchimes, solfege, melody, quarter note, rest, eighth note, half note, Ostinato | M-CE-E1 Melody and rhythm  M-CE-E2 basic notational symbols  M-CE-M2 notational symbols and vocabulary | Direction vocabulary  Fractions |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 20 | Rhythm Raps - Identifying eighth notes | Eighth Notes | Note Reading  M-CE-E1 Melody and rhythm  M-CE-E2 basic notational symbols  M-CE-M2 notational symbols and vocabulary | Applied to performance skills |
| **Instrumental Music**  **(Band)** | Standard of Excellence Page 12 | What is the difference between Unison and divisi performance?  Objective : Using both styles | Jingle Bells Band Arrangement | M-CE-M2 notational symbols and vocabulary | Applied to Performance Skills |
| **Visual Art**[**Visual Art**](#4veora9v97mv) | Art Portfolios  Review rules, consequences, and procedures. | How are artworks cared for and preserved?  What conditions, attitudes, and behaviors support creativity and innovative thinking? | Portfolio  Preservation | Anchor Standard 1 |  |
| **Physical Education** | K- Body/Spatial Awareness  1- Manipulative Skills- Dribbling  2- Transfer Body Weight  3- Agility  4- Cardio Respiratory  5- Muscular system | K- How can I keep my body balanced when moving  1 I can dribble a ball with my finger pads  2. What is center of gravity  3. What is agility  4. How can I establish and maintain heart health  5 What are the major muscles used in movement and how do I apply that information when tackling new skills | Olympics, luge,skeleton, biathlon, center of gravity,agility,  Cardiorespiratory, cholesterol, oxygen cells, heart rate, recovery breathing,trapezius, pectoralis, biceps, triceps, gluteus maximus, abdominals, quadriceps, gastrocnemius, hamstrings, deltoids | K2 Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  3-5 Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | K- Social Studies  2-5 Science |
| **Library** | K - Coding  1 - 5 AR Party | K - Introduce Coding  1 - 5 Make glow in the dark slime as an incentive for meeting all 3 AR goals | K - Algorithm  1 - 5 Activator, reaction, viscous, polymer | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 4.1.1  Read, view, and listen for pleasure and personal growth  K- 3.1.2 | K -STEM  1 - 5 Science |
| **Week of January 14th- 18th** [**Next Week**](#fm88q8avcr36) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K-2: Space  3rd: Energy  4-5: Tap | K- I can use many directions and pathways.  Which locomotor movements work best in each direction? How can I change my movements to work in the given pathway?  1- can explore different ranges.  How does the appearance of my movements change by making them smaller or bigger?  2- I can create rising and falling movements.  How can I transition through levels while continuing to make beautiful shapes?  3- I can use the focus of my eyes to tell different stories through movement.  How does my movement change when I change my focus? How does the intention change?  4-5 I can create different rhythms with my tap shoes.  How does changing the part of my shoe change the tone? How do I articulate my feet to make clear sounds? | Levels, Directions, Pathways, Range, Forward, Backward, Up, Down, Right, Left, Spirling, High, Medium, Low, Alternating, Rising, Falling, Locomotor, Still Shape, Line, Curved, Zig-zag, Diagonal, Circle, Variety  Tap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-CE-E1: Kinesthetic Awareness  D-CE-E2: Elements of Dance  D-CE-E5: Improvised and Set Movement patterns  D-CE-E6:  Recognizing how dance relates to other disciplines. | Lines and Shapes  Fractions  Music |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K-Louder and Softer  1st - small percussion  2nd - Form  3rd - Rhythm Reading  4th - Ostinatos  5th - Ostinatos | K - What is Louder and softer?  1st - I Can Identify small percussion such as vibraslap, woodblocks, scrapers, and windchimes.  2nd - What is Form?  3rd - I Can Read and perform four beat rhythm patterns including quarter notes, quarter rests, eighth notesand half notes.  4th - 5th - What is an Ostinato? | Loud soft, beat, walk, jump, crawl, leap, vibraslap, woodblock, scraper, windchimes, Form, solfege, melody, quarter note, rest, eighth note, half note, Ostinato | M-CE-E1 Melody and rhythm  M-HP-E2 historical contexts  M-CA-E1 Identify the music form  M-CE-E4 Explore basic elements of music M-CE-E2 basic notational symbols  M-HP-M2 historical contexts | Social Studies  Fractions |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 20 | Essential Elements for Strings Pg 20 | Rhythm Raps - Identifying eighth notes | Note Reading  M-CE-E1 Eighth Notes | Note Reading |
| **Instrumental Music**  **(Band)** | Standard of Excellence Page 12 | What is the difference between Unison and divisi performance?  Objective : Using both styles | Jingle Bells Band Arrangement | M-CE-M2 notational symbols and vocabulary | Applied to Performance Skills |
| **Visual Art**[**Visual Art**](#2tmntuh4c2c7) | PK-Monotypes  K-Clay texture (1)  1-Watercolor Collage Landscapes (3)  2-Sugar Skull Faux Cloisonne (5)  3-Abstract Portraits (3)  4: Geometric Cityscapes (1)  5: 2 Point Perspective (3) | PK:  K-How can I make textures in clay?  1-How can I use layers of paper to show land?  2-How do artists use metal to create art?  3-How do artists use their imagination to create artworks that are Abstract?  4-How can I combine Geometric Shapes to create a Cityscape?  5-How can I create the illusion of three dimensional space? | PK:Printmaking,  Monotype  K: Clay, Texture, Relief  1: Landscape, Collage, Primary Colors, Secondary Colors, Foreground, Middle Ground, Background  2: Sugar Skulls, Repousse, Chasing, Cloisonne  3: Portrait, Abstract, Analogous Colors, Patterns  4: Geometric Shapes and Cityscape  5: Horizon Line, Vanishing Points, Vertical Lines, Diagonal Lines | VA:Cr2.1.PKa: Variety of tools  VA:Cr2.1.Ka: Build Skills  VA:Cr1.2.1a: Observation and investigation  VA:Cr1.2.2a: Various materials  VA:Cr2.1.3a: Variety of processes and materials.  VA:Cr2.3.4a: represent constructed environments  VA:Cr2.1.5a: develop skills in art-making techniques | 1: Landforms  2: Symmetry  4: Geometric Shapes  5: Vertical, Converging, and Parallel Lines |
| **Physical Education** | K- Body/Spatial Awareness  1- Manipulative Skills- Dribbling  2- Transfer Body Weight  3- Agility  4- Cardio Respiratory  5- Muscular system | K- How can I keep my body balanced when moving  1 I can dribble a ball with my finger-pads  2. What is center of gravity  3. What is agility  4. How can I establish and maintain heart health  5 What are the major muscles used in movement and how do I apply that information when tackling new skills | Olympics, luge,skeleton, biathlon, center of gravity,agility,  Cardiorespiratory, cholesterol, oxygen cells, heart rate, recovery breathing,trapezius, pectoralis, biceps, triceps, gluteus maximus, abdominals, quadriceps, gastrocnemius, hamstrings, deltoids, concentric, eccentric contraction | K-2 Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  3-5 Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | K- Social Studies  2-5 Science |
| **Library** | K - 2 Robotics and Coding  3 - Research & Robotics  4 - Engineering Design Project  5 - Living in Space | K - Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace  3 - Lego Wedo 2.0 Intro - Build Milo, add sensors  4 - Reveal project groups, review rubric, review best research practices  5 - You must leave the Earth to colonize another planet. Form your mission team (Engineer, Designer, Writer, Scientist) | K - 2 Coding, Algorithm  3 - Rover, Specimen  4 - Copyright, plagiarism, intellectual property  5 - Colonize | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 .3.1.4  3-5 AASL 1.1.1; 2.1.1 | K - 2 STEM  3 - Science  4 - ELA  5 - Science/ Social Studies |
| **Week of January 22nd - 25th** [**Next Week**](#opsyc2h5ez5e) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K and 3: Time  1 and 2: Space  4 and 5: Tap | K- I can dance fast and slow- changing my tempo.  How does changing my speed change the quality of the movement?  1- I can make symmetrical and asymmetrical shapes.  \*\*  2- I can make symmetrical and asymmetrical formations.  How can I make asymmetrical formations that maintain balance?  3- I can combine movements to make a phrase.  What makes a complete phrase? What does “complete” feel like?  4 and 5- I can perform syncopated movements.  What is the difference between even rhythms and syncopated rhythms? | Levels, Directions, Pathways, Range, Forward, Backward, Up, Down, Right, Left, Spirling, High, Medium, Low, Alternating, Rising, Falling, Locomotor, Still Shape, Line, Curved, Zig-zag, Diagonal, Circle, Variety, Symmetrical, Asymmetrical, Phrase, Complete  Tap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-CE-E1: Kinesthetic Awareness  D-CE-E2: Elements of Dance  D-CE-E5: Improvised and Set Movement patterns  D-CE-E6:  Recognizing how dance relates to other disciplines. | Lines and Shapes  Fractions  Music |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K-Louder and Softer  1st - Louder and softer  2nd - Form  3rd - 4th Treble staff  5th - Alto Recorder | K - What is Louder and softer?  I Can play instruments to show louder and softer  1st - Can I play instruments louder and softer?  2nd - Where are C and G on the Staff?  3rd - 4th What is the treble staff?  I Can Identify note Letter names on the treble staff  5th - What is a Waltz?  I Can Read and Clap the rhythm of a waltz in ¾ time. | Loud soft, beat, walk, jump, crawl, leap, vibraslap, woodblock, scraper, windchimes, Pitched percussion, cymbals, staff, Waltz, ¾ Time signature | M-CE-E1 Melody and rhythm  M-HP-E2 historical contexts  M-CE-E4 Explore basic elements of music  M-CE-E2 basic notational symbols  M-HP-M2 historical contexts | Compare and Contrast |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 21 | Essential Elements for Strings Pg 21. Conducting as it relates to eighth note and two beat pattern | Conducting | Performance Skills | Applied Performance Skills |
| **Instrumental Music**  **(Band)** | Standard of  Excellence Page 13 | What are eighth notes and how are they counted in the beat.  Objective: Understanding ⅛ notes | Eighth Notes | Note Reading  M-CE-E1 Melody and rhythm | Applied Performance Skills |
| **Visual Art**[**Visual Art**](#sy8igcnrrxa9) | PK-Monotypes  K-Clay texture (2)  1-Watercolor Collage Landscapes (4)  2-Sugar Skull Faux Cloisonne (6)  3-Abstract Portraits (4)  4: Geometric Cityscapes (2)  5: 2 Point Perspective (4) | PK:  K-How can I make textures in clay?  1-How can I use layers of paper to show land?  2-How do artists use metal to create art?  3-How do artists use their imagination to create artworks that are Abstract?  4-How can I combine Geometric Shapes to create a Cityscape?  5-How can I create the illusion of three dimensional space? | PK:Printmaking,  Monotype  K: Clay, Texture, Relief  1: Landscape, Collage, Primary Colors, Secondary Colors, Foreground, Middle Ground, Background  2: Sugar Skulls, Repousse, Chasing, Cloisonne  3: Portrait, Abstract, Analogous Colors, Patterns  4: Geometric Shapes and Cityscape  5: Horizon Line, Vanishing Points, Vertical Lines, Diagonal Lines | VA:Cr2.1.PKa: Variety of tools  VA:Cr2.1.Ka: Build Skills  VA:Cr1.2.1a: Observation and investigation  VA:Cr1.2.2a: Various materials  VA:Cr2.1.3a: Variety of processes and materials.  VA:Cr2.3.4a: represent constructed environments  VA:Cr2.1.5a: develop skills in art-making techniques | 1: Landforms  2: Symmetry  4: Geometric Shapes  5: Vertical, Converging, and Parallel Lines |
| **Physical Education** | K- 1 levels of movement,  Building a movement vocabulary  2- force  3- tinikling  4- function of Cardio System  5- Muscle usage and Implication in Sport | K-1- “ice skating” (singles and pairs). I can create and perform an ice skating piece.  2- I can dribble a ball while traveling  3- What is tinikling  4- What happens to blood and oxygen cells in the body  5. Which muscles are most utilized when executing hockey skills | Levels, Naismith, athletic stance, artery, vessel, endurance,grip | Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness  Standard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | K-3- Social Studies  4-5- Science |
| **Library** | K - 2 Robotics and Coding  3 - Research & Robotics  4 - Engineering Design Project  5 - Living in Space | K - Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace  3 - What makes objects move?  4 - Define a specific problem related to your group’s big problem,  5 - Why will humans colonize space? Apply your knowledge of why Europeans colonized the Americas. | K - 2 - sequence, code, algorithm  3 - Force, motion  4 - Plagiarism, copyright, intellectual property  5 -Colonize | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 2.2.4  3-5 1.1.8 | K - 2  3 - Science  4 - Science  5 - Social Studies |
| **Week of February 4th - 8th** [**Next Week**](#n98i8ed9vvy7) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K-2: Time  3: Mini Pro  4-5: Tap | K-2: I can create even and uneven rhythms.  How do I make movements to match these different rhythms? What kind of movement should I perform with a short sound? With a long sound? How do these ideas relate to tempo and quality of movement?  3: I can learn and perform choreography.  4-5: I can learn and then create tap choreography.  What makes good choreography? How does tap choreography differ from other dance styles? | Tempo, long, short, fast, slow, sharp, fluid  Tap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-CE-E1: Kinesthetic Awareness  D-CE-E2: Elements of Dance  D-CE-E5: Improvised and Set Movement patterns  D-CE-E6:  Recognizing how dance relates to other disciplines. | Music  Fractions  Equations- making rhythms equal 4 or 8 counts |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K-Louder and Softer  1st - Louder and softer  2nd - Composing  3rd - 4th Recorder  5th - Alto Recorder | K - What is Louder and softer?  I Can move to show loud and soft sounds.  1st - Can I play instruments louder and softer?  I Can move to show loud and soft sounds.  2nd - What are So and Mi?  I can read so and mi on the staff.  3rd - 4th What does a nice tone on the recorder sound like?  I Can make a nice tone on the recorder  I can recognize same and different sections in a song.  I can recognize dynamic changes in a song.  5th - Who is Strauss?  I Can identify compositions and acheivements of Strauss | Loud soft, beat, walk, jump, crawl, leap, vibraslap, woodblock, scraper, windchimes, Solfege, melody, so, mi, staff, dynamic, Waltz, ¾ Time signature | M-CE-E1 Melody and rhythm  M-CE-E4 Explore basic elements of music  M-CE-E2 basic notational symbols  M-CA-E2 Identify simple music events  M-HP-M5 great composers | Compare and Contrast |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 21 | Essential Elements for Strings Pg 21. Conducting as it relates to eighth note and two beat pattern | Conducting | Note Reading  M-CE-E1 Melody and rhythm | Applied Performance |
| **Instrumental Music**  **(Band)** | Standard of  Excellence Page 13 | What are eighth notes and how are they counted in the beat.  Objective: Understanding ⅛ notes | Eighth Notes | Note Reading  M-CE-E1 Melody and rhythm | Applied Performance Skills |
| **Visual Art** | PK-Monotypes  K-Line Patterns (1)  1-Watercolor Collage Landscapes (5)  2-Coil Pots (1)  3-Abstract Portraits (5)  4: Geometric Cityscapes (3)  5: Finger Weaving (1) | PK:  K-How can I repeat line segments to create patterns?  1-How can I use layers of paper to show land?  2-How can art be functional?  3-How do artists use their imagination to create artworks that are Abstract?  4-How can I combine Geometric Shapes to create a Cityscape?  5-How can art be functional? | PK:Printmaking,  Monotype  K: Pattern, Repeat  1: Landscape, Collage, Primary Colors, Secondary Colors, Foreground, Middle Ground, Background  2: Clay, Coil, Score, Slip, Fire, Glaze  3: Portrait, Abstract, Analogous Colors, Patterns  4: Geometric Shapes and Cityscape  5: Weave, Warp, Weft, Function, Pattern | VA:Cr2.1.PKa: Variety of tools  VA:Cr1.1.Ka: Imaginative play  VA:Cr1.2.1a: Observation and investigation  VA:Cr1.2.2a: Various materials  VA:Cr2.1.3a: Variety of processes and materials.  VA:Cr2.3.4a: represent constructed environments  VA:Cr2.1.5a: develop skills in art-making techniques | K: Pattern  1: Landforms  2:  3: Pattern  4: Geometric Shapes  5: Pattern |
| **Physical Education** | K- 1 levels of movement,  Building a movement vocabulary  2- force  3- tinikling  4- function of Cardiovascular System  5- Muscle usage and Implication in Sport | K-1- “ice skating” (singles and pairs). I can create and perform an ice skating piece.  2- I can dribble a ball while traveling  3- What is tinikling  4- What happens to blood and oxygen cells in the body  5. Which muscles are most utilized when executing hockey skills | Levels, Naismith, athletic stance, artery, vessel, endurance, grip | Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness  Standard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | K-3- Social Studies  4-5- Science |
| **Library** | K - 2 Robotics and Coding  3 - Research & Robotics  4 - Engineering Design Project  5 - Living in Space | K - Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace  3 - How can a car go faster?  4 - Research your group’s specific problem and brainstorm possible solutions.  5 - What is necessary to survive in space? What parts of our culture will you preserve? Art, government, literature, etc. | K - 2 Coding, sequence, algorithm  3 - Speed, investigate  4 - plagiarism, copyright, intellectual property  5 - Colonize, culture, survive vs. thrive | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 1.1.2  3-5 3.1.3 | K - 2 STEM  3 - Science  4 - Science  5 - Social Studies |
| **Week of February 11th - 15th** [**Next Week**](#l0bqn98zcjhz) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K-2: Time  3: Mini Pro  4-5: Tap | K: I can make patterns with rhythms and shapes.  \*\*  1: I can create a pattern with movements.  What is a movement pattern?  How can I change my pattern to make the best flow of my movements?  2: I can combine movements to make a phrase.  What makes a complete phrase?  What does “complete” feel like?  3: I can learn and perform choreography.  4-5: I can learn and then create tap choreography.  What makes good choreography? How does tap choreography differ from other dance styles? | Tempo, long, short, fast, slow, sharp, fluid, patterns, flow  Tap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-AP-E1: recognize basic dance vocab  D-AP-E5: creating and performing a dance | Music  Fractions  Equations- making rhythms equal 4 or 8 counts |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Performance  1st - Short and long  2nd - Composing  3rd - 4th Recorder  5th - Alto Recorder | K - What is Performing?  I Can sing on pitch and in rhythm  1st - What are short and long?  I Can move to show short and long sounds.  2nd - What are So and Mi?  I can compose a piece using so and mi.  3rd - 5th I can Use centers to work on reading music, playing the recorder, and composing music. | Pitch, rhythm,, short, long, Solfege, melody, so, mi, staff, xylophone, composer | M-CE-E1 Melody and rhythm  M-CE- E3  compose  M-CE-E4 Explore basic elements of music  M-CE-E2 basic notational symbols | Compare and Contrast |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 22 | What is a half note rest and how to we apply it? Page 22 | Half Note rest | Note Reading  M-CE-E1 Melody and Rhythm | Applied Performance Skills |
| **Instrumental Music**  **(Band)** | Standard of  Excellence Page 14 | How are eighth notes applied in musical selections? | Eighth Notes and related nomenclature. | Note Reading  M-CE-E1 Melody and Rhythm | Applied Performance Skills |
| **Visual Art** | PK-Monotypes  K-Line Patterns (2)  1-Paper Sculpture (1)  2-Coil Pots (2)  3-Abstract Portraits (6)  4: Geometric Cityscapes (4)  5: Finger Weaving (2) | PK:  K-How can I repeat line segments to create patterns?  1-How can I make flat paper into Sculpture?  2-How can art be functional?  3-How do artists use their imagination to create artworks that are Abstract?  4-How can I combine Geometric Shapes to create a Cityscape?  5-How can art be functional? | PK:Printmaking,  Monotype  K: Pattern, Repeat, Rainbow Order  1: Sculpture, Loop, Organic Background  2: Clay, Coil, Score, Slip, Fire, Glaze  3: Portrait, Abstract, Analogous Colors, Patterns  4: Geometric Shapes and Cityscape  5: Weave, Warp, Weft, Function, Pattern | VA:Cr2.1.PKa: Variety of tools  VA:Cr1.1.Ka: Imaginative play  VA:Cr1.2.1a: Observation and investigation  VA:Cr1.2.2a: Various materials  VA:Cr2.1.3a: Variety of processes and materials.  VA:Cr2.3.4a: represent constructed environments  VA:Cr2.1.5a: develop skills in art-making techniques | K: Pattern  1:  2:  3: Pattern  4: Geometric Shapes  5: Pattern |
| **Physical Education** | K-1 Effort  Time: Free And Bound  2- Proprioception  3- Core Steps for Tinikling  4- Force: Light vs Strong  5 - Muscular System Assessment | K- How can I combine movement concepts for levels and directions, such as low, medium, high, up/down, forward/backward, right/left, clockwise/counter-clockwise.  1- What are the elements of sprinting  2- What is proprioception and how do I apply the concept for catching  3- What are the basic steps of tinikling  4. How do I accurately predict the amount of force needed to move an object with precision.  5. What is the function of each the ten major muscles used in movement | Proprioception, clockwise, counterclockwise, tracking, force  application | Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.  Standard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction. | 2, 4, 5 Science  3- Dance |
| **Library** | K - 2 Robotics and Coding  3 - Research & Robotics  4 - Engineering Design Project  5 - Living in Space | K - 2 Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace  3 - What other factors make structures earthquake resistant?  4 - Plan and design a solution to your problem  5 - How will you get to another planet? How long will it take? Start designing a spacecraft capable of taking you there. | K - 2 sequence, code, algorithm  3 - Structure  4 - Blueprint  5 - multigenerational | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 3.3.2  3-5 3.4.3 | K - 2 STEM  3 - Science  4 - Science  5 - Science |
| **Week of February 18th - 22nd** [**Next Week**](#awvaopyugom0) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K-2: Time  3: Mini Pro  4-5: Tap | K: I can create patterns with shapes. I can change the duration of each pattern to create a dance.  How can I create a dance using patterns?  1: I can create a pattern with movements.  What is a movement pattern?  How can I change my pattern to make the best flow of my movements?  2: I can create a phrase and perform it as a canon.  How does it feel to perform a canon? How does changing the rhythm affect the canon?  3: I can learn and perform choreography.  4-5: I can learn and then create tap choreography.  What makes good choreography? How does tap choreography differ from other dance styles? | Tempo, long, short, fast, slow, sharp, fluid, patterns, flow,  duration  Tap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-AP-E1: recognize basic dance vocab  D-AP-E5: creating and performing a dance | Music  Fractions  Equations- making patterns equal 4 or 8 counts  ELA- composition, outlining |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Performance  1st - Short and long  2nd - Composing  3rd - Mini Pro  4th Recorder  5th - Alto Recorder | K - What is Performing?  I Can sing on pitch and in rhythm  1st - What are short and long?  I Can move to show short and long sounds.  2nd - What are So and Mi?  I can compose a piece using so and mi.  3rd - I can sing on pitch and in rhythm. What are the characteristics of a good performer?  4th - 5th I can Use centers to work on reading music, playing the recorder, and composing music. | Pitch, rhythm,, short, long, Solfege, melody, so, mi, staff, xylophone, composer,  Blues | M-CE-E1 Melody and rhythm  M-CE- E3  compose  M-CE-E4 Explore basic elements of music  M-CE-E2 basic notational symbols  M-CE-M4 elements of music | Compare and Contrast |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 22 | What is a half note rest and how to we apply it? Page 22 | Half Note rest | Note Reading  M-CE-E1 Melody and Rhythm | Applied Performance Skills |
| **Instrumental Music**  **(Band)** | Standard of  Excellence Page 14 | How are eighth notes applied in musical selections? | Eighth Notes and related nomenclature. | Note Reading  M-CE-E1 Melody and Rhythm | Applied Performance Skills |
| **Visual Art** | PK-Monotypes  K-Britto Pattern Flowers (1)  1-Paper Sculpture (2)  2-\*\*\*  3-Paper Sculpture (1)  4: 1 Point Perspective (1)  5: Self Portrait (1) | PK:  K-How do artists use Patterns?  1-How can I make flat paper into Sculpture?  2-\*\*\*?  3-How can I make flat paper into Sculpture?  4-How do artists create the illusion of three dimensional space on a flat surface?  5-What makes up my visual identity? | PK:Printmaking,  Monotype  K:  1: Sculpture, Loop, Organic Background  2: \*\*\*  3: Sculpture, Loop, Roll, Curl, Asymmetry  4: Linear Perspective, Space, Horizon Line, Vanishing Point, Parallel, Perpendicular, and Converging Lines  5: Self Portrait, Proportion, Symmetry | VA:Cr2.1.PKa: Variety of tools  VA:Cr1.1.Ka: Imaginative play  VA:Cr2.1.1a: Explore Materials  VA:Cr1.2.2a: Various materials  VA:Cr2.1.3a: Variety of processes and materials.  VA:Cr2.1.4a: Explore Techniques  VA:Re8.1.5a: Interpret | K: Pattern  1:  2:  3: Asymmetry  4: Parallel, Perpendicular, and Converging Lines  5: Fractions (½, ¼, ⅛, ⅕) |
| **Physical Education** | K-1 Locomotor,Non-Locomotor Skills  2 Proprioception  3- Rhythmic Dance  4- CardioRespiratory  5- Health Related SKills  (Muscular Strength/Muscular Endurance | K-1 100 Day Activities  I can strike an object with directional intent  2- I can track an object in space  3- I can create my own tinikling step  4- I can create an Active Heart Rate Graph  5- What is the difference between muscular strength and muscular endurance | Power, strength, endurance, musical phrasing, light, strong | Grades K-2  Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Grades 3-5  Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Standard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | K-1 Math  3- Social Studies, Math  5- Science |
| **Library** | K - 2 Robotics and Coding Challenges  3 - Research & Robotics  4 - Engineering Design Project  5 - Living in Space | K - 2 Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace  3 - How do frogs morph during their lives?  4 - Build a model of your solution  5 - How will you get food/ water in your spaceship? | K - 2 coding, sequence, algorithm  3 - Metamorphosis  4 - scale model  5 - Aquaponics | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 4.2.1  3-5 2.1.6 | K - 2 STEM  3 -Science  4 - Science  5 - Science |
| **Week of February 25th - March 1st** [**Next Week**](#n0tzsjxdbbuu) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K-2: Time  3: Mini Pro  4-5: Tap | K-4: Assessments  5: I can perform for an audition.  How do I audition for a musical? How do I put my best self forward? What is the etiquette for an audition? |  | D-AP-E1: recognize basic dance vocab  D-AP-E5: creating and performing a dance  D-CE-E1: Kinesthetic Awareness  D-CE-E2: Elements of Dance  D-CE-E5: Improvised and Set Movement patterns  D-CE-E6:  Recognizing how dance relates to other disciplines. |  |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- High, Low  1st - Rhythm reading  2nd - Composing  3rd - Mini Pro  4th Recorder  5th - Alto Recorder | K - What is the highest sound?  I Can move to show that I can hear the highest pitch in song.  1st - What is a quarter note?  I Can Read and perform 4-beat rhythm patterns with quarter notes, eighth notes, and quarter rests.  2nd - What are So and Mi?  I can Perform my own composition using so and mi.  3rd - I can sing on pitch and in rhythm. What are the characteristics of a good performer?  4th - What is a sixteenth note?  I Can Read and play sixteenth note rhythms.  5th - What is a slur?  I Can Read and play slurs on the recorder. | High, low, Pitch, rhythm, quarter note, quarter rest, eighth notes, Perform, composition Solfege, melody, so, mi, staff, xylophone, composer,  Blues, sixteenth note, slur | M-CE- E5 Singing and playing  M-CE-E1 Melody and rhythm  M-CE- E3  compose  M-CE-E2 basic notational symbols  M-CE-M2 notational symbols and vocabulary | Compare and Contrast |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 23 | Music Styles and History | Beethoven | Music History | Applied Performance skills |
| **Instrumental Music**  **(Band)** | Standard of Excellence Page 15 | What is a slur and how is produced on a band instrument? | Slur and Pick-up note | Note Reading  M-CE-E1 Melody and Rhythm | Applied Performance skills |
| **Visual Art** | PK-Monotypes  K-Britto Pattern Flowers (2)  1-Paper Sculpture  2-\*\*\*  3-Paper Sculpture (2)  4: 1 Point Perspective (2)  5: Self Portrait (2) | PK:  K-How do artists use Patterns?  1-How can I make flat paper into Sculpture?  2-\*\*\*?  3-How can I make flat paper into Sculpture?  4-How do artists create the illusion of three dimensional space on a flat surface?  5-What makes up my visual identity? | PK:Printmaking,  Monotype  K:  1: Sculpture, Loop, Organic Background  2: \*\*\*  3: Sculpture, Loop, Roll, Curl, Asymmetry  4: Linear Perspective, Space, Horizon Line, Vanishing Point, Parallel, Perpendicular, and Converging Lines  5: Self Portrait, Proportion, Symmetry | VA:Cr2.1.PKa: Variety of tools  VA:Cr1.1.Ka: Imaginative play  VA:Cr2.1.1a: Explore Materials  VA:Cr1.2.2a: Various materials  VA:Cr2.1.3a: Variety of processes and materials.  VA:Cr2.1.4a: Explore Techniques  VA:Re8.1.5a: Interpret | K: Pattern  1:  2:  3: Asymmetry  4: Parallel, Perpendicular, and Converging Lines  5: Fractions (½, ¼, ⅛, ⅕) |
| **Physical Education** | K-2 Relationship to object  3 Rhythmic Dance  4-5 Manipulative Skills | K- I can plant my supporting leg when kicking  1- I can run properly  2-I can roll an object with accuracy  3- I can create a tinkling routine  4- I can create an Active Heart Rate Graph  5- I can create a new games | Dominant, non dominant, accuracy, standards, flight,  execute | Grades K-2  Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Grades 3-5  Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Standard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | 4- Science, Math  5- ELA, writing |
| **Library** | K - 2 Robotics and Coding Challenges  3 - Research & Robotics  4 - Engineering Design Project  5 - Living in Space | K - 2 Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace  3 - How do some organisms contribute to the life cycle of plants?  4 - Continue building model and write a one page explanation of your solution  5 - How will you get oxygen on your spaceship? | K - 2 Coding, sequence, algorithm  3 - pollinator  4 - plagiarism, copyright, intellectual property  5 - water electrolysis, emissions | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 1.2.6  3-5 2.2.1 | K - 2 STEM  3 - Science  4 - Science  5 - Science |
| **Week of March 4th - 8th** [**Next Week**](#1nxyxuog15ra) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K: Mini Pro  1-2: Time  3: Mini Pro  4: Energy  5: Production | K: I can learn and perform choreography.  1: I can create patterns with movements. I can change the duration of each pattern to create a dance.  How can I create a dance using patterns?  2: I can create a phrase and perform it as a canon.  How does it feel to perform a canon? How does changing the rhythm affect the canon?  3: I can learn and perform choreography.  4: I can perform Laban’s Effort Actions.  How much force is necessary for each action? How does that change the quality of movement?  5: I can learn and perform choreography. | Tempo, long, short, fast, slow, sharp, fluid, patterns, flow,  Duration, canon, pattern | D-AP-E1: recognize basic dance vocab  D-AP-E5: creating and performing a dance  D-CE-E5: Improvised and Set Movement patterns | Music  Fractions  Equations- making patterns equal 4 or 8 counts |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro  1st - 2nd Blues  3rd - Mini Pro  4th Recorder  5th - Alto Recorder | K -  I Can sing on pitch and in rhythm.  1st -2nd What is a blue note?  I Can Recognize and identify blue notes in a blues piece.  3rd - I can sing on pitch and in rhythm. What are the characteristics of a good performer?  4th - What is a tied note?  I Can Read and perform tied notes  5th - What is syncopation?  I Can Read and perform syncopated rhythms. | High, low, Pitch, rhythm, quarter note, quarter rest, eighth notes, Perform, composition Solfege, melody, so, mi, staff, composer,  Blues, Jazz, tied notes, syncopation | M-CE- E5 Singing and playing  M-CE-E1 Melody and rhythm  M-CE-E2 basic notational symbols  M-CE-M2 notational symbols and vocabulary  M-CE- M1 melodic and rhythmic patterns |  |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 23 | Music Styles and History | Beethoven | Music History | Applied Performance skills |
| **Instrumental Music**  **(Band)** | Standard of Excellence Page 15 | What is a slur and how is produced on a band instrument? | Slur and Pick-up note | Note Reading  M-CE-E1 Melody and Rhythm | Applied Performance skills |
| **Visual Art** | Presentation of Artwork  Evaluation of Artwork | Why do we present artwork?  What criteria do you use to evaluate an artwork? | Criteria | AS 6: Convey meaning through the presentation of artistic work.  AS 9: Apply criteria to evaluate artistic work. |  |
| **Physical Education** | K-2 Relationship to object  3 Rhythmic Dance  4-5 Manipulative Skills | K- I can plant my supporting leg when kicking  1- I can run properly  2-I can roll an object with accuracy  3- I can create a tinkling routine  4- I can create an Active Heart Rate Graph  5- I can create a new games | Dominant, non dominant, accuracy, standards, flight,  execute | Grades K-2  Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Grades 3-5  Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Standard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | 4- Science, Math  5- ELA, writing |
| **Library** | K - 2 Robotics and Coding Challenges  3 - Research & Robotics  4 - Engineering Design Project  5 - Living in Space | K - 2 Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace  3 - How can you reduce the impact of water erosion?  4 - Test solution and redesign  5 - What will you do for recreation? | K - 2 coding, algorithm, sequence  3 - erosion, precipitation, floodgate  4 - plagiarism, copyright, intellectual property  5 -Colonization, survive vs, thrive | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 4.4.2  3-5 3.3.4 | K - 2 STEM  3 - Science  4 - Science  5 - Social Studies |
| **Week of March 11th - 15th** [**Next Week**](#jjfjn7derl9g) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K: Mini Pro  1-2: Energy  3: Mini Pro  4: Energy  5: Production | K: I can learn and perform choreography.  1-2: I can dance with free and bound-flow energy.  How does changing my energy affect my movements?  3: I can perform choreography.  4: I can use a poem to inspire movement.  How do I create meaningful movement that is both communicative and abstract? How does rhythm play a part in the creation of the piece?  5: I can learn and perform choreography. | Choreography, choreographer, Flow, Force  Communicate, Inspire, Abstract | D-AP-E1: recognize basic dance vocab  D-AP-E5: creating and performing a dance  D-CE-E5: Improvised and Set Movement patterns  D-CE-E3 Communicating through dance | Poetry  Story-telling |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro  1st - 2nd Jazz  3rd - Mini Pro  4th Recorder  5th - Production | K -  I Can sing on pitch and in rhythm.  1st -2nd What is Jazz?  I Can sing a Jazz song.  3rd - I can sing on pitch and in rhythm. What are the characteristics of a good performer?  4th - What is a tied note?  I Can Read and perform tied notes  5th - I sing on pitch and in rhythm | High, low, Pitch, rhythm, quarter note, quarter rest, eighth notes, Perform, composition Solfege, melody, so, mi, staff, composer,  Blues, Jazz, tied notes, syncopation | M-CE- E5 Singing and playing  M-CE-E1 Melody and rhythm  M-CE-E2 basic notational symbols  M-CE-M2 notational symbols and vocabulary  M-CE- M1 melodic and rhythmic patterns |  |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 24 | What is a round and how is it performed? | Round and a French Word (Frere Jacques) | Harmonic Structure | Applied Performance skills |
| **Instrumental Music**  **(Band)** | Standard of Excellence Page 16 | What is a flat and how is it identified in a Key Signature? | Flats, Key Signature | M-CE-E2 basic notational symbols | Applied Performance skills |
| **Visual Art** | PK-Monotypes  K-Britto Pattern Flowers (3)  1-Paper Sculpture (2)  2-\*\*\*  3-Mini-Production  4: 1 Point Perspective (3)  5: Self Portrait (3) | PK:  K-How do artists use Patterns?  1-How can I make flat paper into Sculpture?  2-\*\*\*?  3-Mini-Production  4-How do artists create the illusion of three dimensional space on a flat surface?  5-What makes up my visual identity? | PK:Printmaking,  Monotype  K: Patterns, Collage  1: Sculpture, Loop, Organic Background  2: \*\*\*  3: Mini-Production  4: Linear Perspective, Space, Horizon Line, Vanishing Point, Parallel, Perpendicular, and Converging Lines  5: Self Portrait, Proportion, Symmetry | VA:Cr2.1.PKa: Variety of tools  VA:Cr1.1.Ka: Imaginative play  VA:Cr2.1.1a: Explore Materials  VA:Cr1.2.2a: Various materials  VA:Re.7.1.3a: Processes an artist uses.  VA:Cr2.1.4a: Explore Techniques  VA:Re8.1.5a: Interpret | K: Patterns  1:  2:  3:  4: Parallel, Perpendicular, and Converging Lines  5: Fractions (½, ¼, ⅛, ⅕) |
| **Physical Education** | K-2 Relationship to object  3 Rhythmic Dance  4-5 Manipulative Skills | K- I can and kick a stationary ball  1- I can run properly  2-I can roll an object with accuracy  3- I can create a tinkling routine  4- I can create an Active Heart Rate Graph  5- I can create a new games | Dominant, non dominant, accuracy, standards, flight,  execute | Grades K-2  Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Grades 3-5  Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Standard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | 4- Science, Math  5- ELA, writing |
| **Library** | K - Storytelling Robotics  1 - 5 AR Party | K - Working with a partner, brainstorm story ideas for your robot  1 - 5 Breakout EDU: Students will work together to solve clues and “breakout” | K - Brainstorming  1 - 5 Communication, Collaboration | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 2.1.5  3-5 1.3.5 | K - ELA  1 - 5 |
| **Week of March 18th - 22nd** [**Next Week**](#3sz6cfoat52w) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K: Mini Pro  1-2: Energy  3: Tap  4: Inspiration  5: Production | K: I can learn and perform choreography.  1: I can use strong and light energy.  How do my muscles feel with each type of movement?  2: I can change the quality of my movement to show different emotions and intentions.  How do my muscles feel with each type of movement? What else changes when I change my quality of movement?  3: I can create different tones with my tap shoes.  What is tap dancing?  4: I can use a poem to inspire movement.  How do I create meaningful movement that is both communicative and abstract? How does rhythm play a part in the creation of the piece?  5: I can learn and perform choreography. | Choreography, choreographer, Flow, Force, quality, intention, contract, release  Communicate, Inspire, Abstract | D-AP-E5: creating and performing a dance  D-CE-E5: Improvised and Set Movement patterns  D-CE-E3 Communicating through dance | PE  Poetry  Fractions  Music |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro  1st - 2nd Blues  3rd - Recorder  4th Recorder  5th - Production | K -  I Can sing on pitch and in rhythm.  1st -2nd What gives me the blues?  I Can write a new verse for Every Day I have the Blues.  3rd - What fingers do I have to use to play low E on the recorder? I Can play Low E on the recorder.  4th - What is ¾ meter ?  I Can read and perform a piece in 3/4 meter.  5th - I sing on pitch and in rhythm | High, low, Pitch, rhythm, quarter note, quarter rest, eighth notes, Perform, composition,staff, composer,  Blues, Jazz, Meter, time signature. | M-CE- E5 Singing and playing  M-CE-E1 Melody and rhythm  M-CE-E2 basic notational symbols  M-CE-M2 notational symbols and vocabulary  M-CE- M1 melodic and rhythmic patterns | ELA |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 24 | What is a round and how is it performed? | Round and a French Word (Frere Jacques) | Harmonic Structure | Applied Performance skills |
| **Instrumental Music**  **(Band)** | Standard of Excellence Page 16 | What is a flat and how is it identified in a Key Signature? | Flats, Key Signature | M-CE-E2 basic notational symbols | Applied Performance skills |
| **Visual Art** | PK-Monotypes  K-Hero Self Portraits (2)  1-Paper Sculpture (3)  2-\*\*\*  3-O’Keeffe Flowers (1)  4: 1 Point Perspective (4)  5: Self Portrait (4) | PK:  K-How do artists depict Heros?  1-How can I make flat paper into Sculpture?  2-\*\*\*?  3-How can artists make a subject new?  4-How do artists create the illusion of three dimensional space on a flat surface?  5-What makes up my visual identity? | PK:Printmaking,  Monotype  K: Self Portrait, Hero, Setting  1: Sculpture, Loop, Organic Background  2: \*\*\*  3: Still Life, Abstract, Tertiary Colors  4: Linear Perspective, Space, Horizon Line, Vanishing Point, Parallel, Perpendicular, and Converging Lines  5: Self Portrait, Proportion, Symmetry | VA:Cr2.1.PKa: Variety of tools  VA:Re.7.2.Ka: Representation  VA:Cr2.1.1a: Explore Materials  VA:Cr1.2.2a: Various materials  VA:Re.7.1.3a: Processes an artist uses.  VA:Cr2.1.4a: Explore Techniques  VA:Re8.1.5a: Interpret | K: Pattern  1:  2:  3:Parts of a flower  4: Parallel, Perpendicular, and Converging Lines  5: Fractions (½, ¼, ⅛, ⅕) |
| **Physical Education** | K- Body Awareness: Non Locomotor combinations  1- Force/Effort  2- Non Locomotor Combinations  3- Rhythmic Dance  4- Force/Effort  5- Manipulative Skills | K- How can I move my body without traveling in general space  1 - I can strike a object with an extension  2 I can work with my classmates to create a “Conditioned Alien”  3. I can design a tinkling performance piece with my peers  4. I can visualize and throw to an interesting point on a plane  5. I can create a game. | Rotate, twist, stretch, float, bend. Sway, swing, twirl, intersecting, midline | Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | ELA  Math |
| **Library** | K - 2 Storytelling Robotics  3 - Research & Robotics  4 - Engineering Design Project  5 - Living in Space | K - 2 Create Characters  3 - How can Animals survive in their environment?  4 - Test solution and redesign  5 - How much cargo capacity does your spaceship have? Can it fit everything you designed to sustain life? | K - 2 Character Traits  3 - predator, prey, adaptation  4 - redesign  5 - capacity | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 1.2.2  3-5 1.1.7 | K - 2 ELA  3 - Science  4 - Science  5 - Math |
| **Week of March 25th - 29th** [**Next Week**](#ko9mjnnv0eg) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K: Mini Pro  1: Energy  2: Inspiration  3: Tap  4: Inspiration  5: Production | K: I can learn and perform choreography.  1: I can change the quality of my movement to show different emotions and intentions.  How do my muscles feel with each type of movement? What else changes when I change my quality of movement?  2: I can use my 5 senses to find inspiration to create movements.  How do I use a smell or a sound to inspire a movement? What do I know about using the elements of dance that will help me create using these stimuli?  3: I can create different tones with my tap shoes.  What is tap dancing?  4: I can use imagery to inspire movement.  \*\*  5: I can learn and perform choreography. | Choreography, choreographer, Flow, Force, quality, intention, contract, release  Stimuli, Senses  Communicate, Inspire, Abstract  Tap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-AP-E5: creating and performing a dance  D-CE-E5: Improvised and Set Movement patterns  D-CE-E3 Communicating through dance | Imagery in literature  PE  Fractions  Music |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro  1st - 2nd Jazz  3rd - Recorder  4th Recorder  5th - Production | K -  I Can sing on pitch and in rhythm.  1st -2nd What is scatting?  I Can sing scat syllables in a Jazz song  3rd - What fingers do I have to use to play low E on the recorder? I Can play Low E on the recorder.  4th - What is ¾ meter ?  I Can read and perform a piece in 3/4 meter.  5th - I sing on pitch and in rhythm | High, low, Pitch, rhythm, Scat, Jazz, quarter note, quarter rest, eighth notes, Perform, composition,staff, composer,  Meter, time signature | M-CE- E5 Singing and playing  M-CE-E1 Melody and rhythm  M-CE-E2 basic notational symbols  M-CE-M2 notational symbols and vocabulary  M-CE- M1 melodic and rhythmic patterns |  |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 25 | Orchestral Arrangements and Romantic History | Jacques Offenbach | History and culture | Applied Performance skills |
| **Instrumental Music**  **(Band)** | Standard of Excellence Page 17 | What is a Dotted Half Note? | Dotted half Note, Time Signature, Dynamics | M-CE-E2 basic notational symbols | Applied Performance skills |
| **Visual Art** | PK-Monotypes  K-Hero Self Portraits (3)  1-Paper Sculpture (4)  2-\*\*\*  3-O’Keeffe Flowers (2)  4: 1 Point Perspective (5)  5: Musical | PK:  K-How do artists depict Heros?  1-How can I make flat paper into Sculpture?  2-\*\*\*?  3-How can artists make a subject new?  4-How do artists create the illusion of three dimensional space on a flat surface? | PK:Printmaking,  Monotype  K: Self Portrait, Hero, Setting  1: Sculpture, Loop, Organic Background  2: \*\*\*  3: Still Life, Abstract, Tertiary Colors  4: Linear Perspective, Space, Horizon Line, Vanishing Point, Parallel, Perpendicular, and Converging Lines | VA:Cr2.1.PKa: Variety of tools  VA:Re.7.2.Ka: Representation  VA:Cr2.1.1a: Explore Materials  VA:Cr1.2.2a: Various materials  VA:Re.7.1.3a: Processes an artist uses.  VA:Cr2.1.4a: Explore Techniques | K: Pattern  1:  2:  3: Parts of a flower  4: Parallel, Perpendicular, and Converging Lines |
| **Physical Education** | K- Manipulative  Relationships (to objects)  1/2- Differentiate between locomotor, non-locomotor and manipulative skills  3 Rhythmic Patterns/ Manipulative Skills  4- Strategic Planning  5- Strategic Planning/ Manipulative Skills | K- I can bounce and catch a ball at different levels and while moving in general space.  1- I can leap a hurdle.  2- I can identify locomotor and non locomotor skills  3. I can jump a long rope  4. I can cooperate with my team and plan a strategy a plan for success  5. I can create a game | Strategy, objective, non locomotor. Locomotor. Manipulative, flight, lead leg, Jesse Owens, Althea Gibson | Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | ELA |
| **Library** | K - 2 Storytelling Robotics  3 - Research and Robotics  4 - Engineering Design Project  5 - Living in Space | K - 2 Where do my characters live?  3 - How does the environment influence the traits of animals?  4 - Prepare a presentation in google slides  5 - Pick one element of your spaceship to design and print on the 3D printer | K - 2 Setting  3 - environments, habitat, adapt  4 - plagiarism, copyright, intellectual property  5 - 3 dimensional design | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 2.1.6  3-5 3.3.5 | K - 2 ELA  3 - Science  4 - Science  5 - STEM |
| **Week of April 1st - 5th** [**Next Week**](#gl2016mufut) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K: Mini Pro  1: Energy  2: Inspiration  3: Tap  4: Inspiration  5: Production | K: I can perform choreography.  1-4: Assessments |  | D-AP-E5: creating and performing a dance  D-CE-E5: Improvised and Set Movement patterns  D-CE-E3 Communicating through dance |  |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro  1st - 2nd Jazz  3rd - Recorder  4th Recorder  5th - Production | K -  I Can sing on pitch and in rhythm.  1st -2nd What is scatting?  I Can sing scat syllables in a Jazz song  3rd - What fingers do I have to use to play low E on the recorder? I Can play Low E on the recorder.  4th - What is ¾ meter ?  I Can read and perform a piece in 3/4 meter.  5th - I sing on pitch and in rhythm | High, low, Pitch, rhythm, Scat, Jazz, quarter note, quarter rest, eighth notes, Perform, composition,staff, composer,  Meter, time signature | M-CE- E5 Singing and playing  M-CE-E1 Melody and rhythm  M-CE-E2 basic notational symbols  M-CE-M2 notational symbols and vocabulary  M-CE- M1 melodic and rhythmic patterns |  |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 25 | Orchestral Arrangments and Romantic History | Jacques Offenbach | History and culture | Applied Performance skills |
| **Instrumental Music**  **(Band)** | Standard of Excellence Page 17 | What is a Dotted Half Note? | Dotted half Note, Time Signature, Dynamics | M-CE-E2 basic notational symbols | Applied Performance skills |
| **Visual Art** | PK-Monotypes  K-Hero Self Portraits (3)  1-Paper Sculpture (4)  2-\*\*\*  3-Slab Slump bowl (1)  4: Britto Self Portraits(1)  5: Musical | PK:  K-How do artists depict Heros?  1-How can I make flat paper into Sculpture?  2-\*\*\*?  3-How does knowing the traditions of art forms help us create works of art?  4-What decisions do artists make? | PK:Printmaking,  Monotype  K: Self Portrait, Hero, Setting  1: Sculpture, Loop, Organic Background  2: \*\*\*  3: Clay, slab, slump, organic shape  4: Self Portrait, Pop Art, Pattern | VA:Cr2.1.PKa: Variety of tools  VA:Re.7.2.Ka: Representation  VA:Cr2.1.1a: Explore Materials  VA:Cr1.2.2a: Various materials  VA:Cr1.2.3a: investigate personal ideas  VA:Cr2.1.4a: Explore Techniques | K: Pattern  1:  2:  3:  4: Parallel, Perpendicular, and Converging Lines |
| **Physical Education** | K- Manipulative  Relationships (to objects)  1/2- Differentiate between locomotor, non-locomotor and manipulative skills  3 Rhythmic Patterns/ Manipulative Skills  4- Strategic Planning  5- Production | K- I can dribble a ball with my dominant and non dominant hand  1- I can strike an object off a tee  2- I can identify locomotor and non locomotor skills  3. I can strike a tossed object  4.I can run a 4x4 relay  5. I can apply corrective makeup | Strategy, objective, non locomotor. Locomotor. Manipulative, flight, lead leg, anchor (in sports), posture, swing, rotate | Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | ELA  Math |
| **Library** | K - 2 Storytelling Robotics  3 - Research & Robotics  4 - Engineering Design Process  5 - Living in Space | K - 2 What problem does your character/s encounter?  3 - How can you organize a safety mission after a weather-related hazard?  4 - Present your project to a meaningful audience  5 - Wrap up all parts of your colonization plan and prepare to present it. | K - 2 Problem  3 - survival  4 - plagiarism, copyright, intellectual property  5 - Colonization, exploration | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 1.2.3  3-5 2.3.1 | K - 2 ELA  3 - Science  4 - ELA/Science  5 -Science/ ELA |
| **Week of April 8th - 12th** [**Next Week**](#i5m3gyh4wuh3) | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K: Mini Pro  1: Energy  2: Inspiration  3: Tap  4: Inspiration  5: Production | K: I can perform choreography.  1: I can use my movements to communicate my feelings.  How does my body language and gestures communicate my feelings?  2: I can create a dance inspired by a painting.  What mood is the painting? How can I translate the colors into movement? How can I translate the brushstrokes into movements?  3: I can create even and syncopated rhythms.  How can I articulate my feet to get clear sounds? How does syncopating my steps affect my speed?  4: I can use a theme to create movement.  How does a theme affect the mood of a piec? | Choreography, choreographer, Flow, Force, quality, intention, contract, release  Communicate, Inspire, Abstract  Tap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-AP-E5: creating and performing a dance  D-CE-E5: Improvised and Set Movement patterns  D-CE-E3 Communicating through dance | ELA  Drama  Art  Music |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro  1st - 2nd Jazz  3rd - 4th Poetry  5th - Production | K -  I Can sing on pitch and in rhythm.  1st -2nd What is a bar line?  I Can tap the rhythms of One Note Samba  3rd - 4th  I Can play instruments to portray sounds in a poem.  5th - I sing on pitch and in rhythm | High, low, Pitch, rhythm, Scat, Jazz, quarter note, quarter rest, eighth notes, Perform, composition,staff, composer,  Meter, time signature | M-CE- E5 Singing and playing  M-CE-E1 Melody and rhythm  M-CE-E2 basic notational symbols  M-CE- E4 basic elements of music tM-CE-M2 notational symbols and vocabulary  M-CE- M1 melodic and rhythmic patterns | ELA |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 26 | What is the Key of G and how does it relate to Finger placement? | Key Signature | M-CE-E2 basic notational symbols | Applied Performance Skills |
| **Instrumental Music**  **(Band)** | Standard Of Excellence Page 18 | What is a natural and how is it applied in written music? | Natural | M-CE-E2 basic notational symbols | Applied Performance Skills |
| **Visual Art** | PK-Monotypes  K-Hero Self Portraits (3)  1-Paper Sculpture (4)  2-\*\*\*  3-Slab Slump bowl (2)  4: Britto Self Portraits(2)  5: Musical | PK:  K-How do artists depict Heros?  1-How can I make flat paper into Sculpture?  2-\*\*\*?  3-How does knowing the traditions of art forms help us create works of art?  4-What decisions do artists make? | PK:Printmaking,  Monotype  K: Self Portrait, Hero, Setting  1: Sculpture, Loop, Organic Background  2: \*\*\*  3: Clay, slab, slump, organic shape  4: Self Portrait, Pop Art, Pattern | VA:Cr2.1.PKa: Variety of tools  VA:Re.7.2.Ka: Representation  VA:Cr2.1.1a: Explore Materials  VA:Cr1.2.2a: Various materials  VA:Cr1.2.3a: investigate personal ideas  VA:Cr2.1.4a: Explore Techniques | K: Pattern  1:  2:  3:  4: Parallel, Perpendicular, and Converging Lines |
| **Physical Education** | K-2 Combining locomotor skills with manipulative skills  3- Health Related Fitness  4- Manipulative skills  5- Production | K- I can run and kick a stationary ball  2 I can roll and object to my partner accurately  3 What is does skill related fitness mean  4 I can strike an tossed object with an extension  5 I can create a character makeup design | Dominant, non dominant, accurate, agility, reaction time, power, endurance, force, core | Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | Science |
| **Library** | K - Storytelling Robotics  1 - 5 STAR Reading test | K - Finish Problem  1 - 5 Take end of the year STAR Reading test to measure growth | K - Problem/ solution  1 - 5 | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K 2.1.5 | K - ELA  1 - 5 ELA |
| **Week of April 15th - 19th** | | | | | |
|  | **Unit** | **Essential Question &**  **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration** |
| **Dance** | K and 3 : Post-test  1,2,4: Inspiration  5: Production | K and 3: I can take my post-test to show what I’ve learned this year.  1 and 2: I can create a dance inspired by a painting.  What mood is the painting? How can I translate the colors into movement? How can I translate the brushstrokes into movements?  4: I can create a culminating dance using the literary devices we have studied.  5: I can learn and perform choreography. | Communicate, Inspire, Abstract | D-AP-E5: creating and performing a dance  D-CE-E5: Improvised and Set Movement patterns  D-CE-E3 Communicating through dance | ELA  Drama  Art  Music |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- 1st - post test  2nd - Latin Music  3rd - Recorder  4th Recorder  5th - Production | K - 1st: I can take my post-test to show what I’ve learned this year.  2nd - I Can sing a Spanish song on pitch and in rhythm while acting out the words.  3rd - 4th - What is composing?  I Can compose and play a 4-beat piece for recorder using a rhythm bar model.  5th - I sing on pitch and in rhythm | High, low, Pitch, rhythm, Scat, Jazz, quarter note, quarter rest, eighth notes, Perform, composition,staff, composer,  Meter, time signature, bar model | M-CE- E5 Singing and playing  M-CE-E1 Melody and rhythm  M-CE- E3 Improvise or compose  M-CE-M2 notational symbols and vocabulary  M-CE- M1 melodic and rhythmic patterns | Fractions |
| **Instrumental Music**  **(Strings)** | Essential Elements for Strings Pg 26 | What is the Key of G and how does it relates to Finger placement. | Key Signature | M-CE-E2 basic notational symbols | Applied Performance Skills |
| **Instrumental Music**  **(Band)** | Standard Of Excellence Page 18 | What is a natural and how is it applied in written music? | Natural | M-CE-E2 basic notational symbols | Applied Performance Skills |
| **Visual Art** | PK-Monotypes  K-Hero Self Portraits (4)  1-Paper Sculpture (4)  2-\*\*\*  3-Mini Production  4: Britto Self Portraits(3)  5: Musical | PK:  K-How do artists depict Heros?  1-How can I make flat paper into Sculpture?  2-\*\*\*?  3-Mini Production  4-What decisions do artists make? | PK:Printmaking,  Monotype  K: Self Portrait, Hero, Setting  1: Sculpture, Loop, Organic Background  2: \*\*\*  3: Mini Production  4: Self Portrait, Pop Art, Pattern | VA:Cr2.1.PKa: Variety of tools  VA:Re.7.2.Ka: Representation  VA:Cr2.1.1a: Explore Materials  VA:Cr1.2.2a: Various materials  3rd: Mini Production  VA:Cr2.1.4a: Explore Techniques | K: Pattern  1:  2:  3:  4: Parallel, Perpendicular, and Converging Lines |
| **Physical Education** | K-2 Combining locomotor skills with manipulative skills  3- Health Related Fitness  4- Manipulative skills  5- Production | K- I can run and kick a stationary ball  2 I can roll and object to my partner accurately  3 What is skill related fitness  4 I can strike an tossed object with an extension  5 I can create a character makeup design | Dominant, non dominant, accurate, agility, reaction time, power, endurance, force, core | Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | Science |
| **Library** | K - 2 Storytelling Robotics  3 - Research & Robotics  4 - Engineering Design Process  5 - Living in Space | K - 2 What is the solution to your character’s problem?  3 - How can you improve recycling methods to reduce waste?  4 - Present your project to a meaningful audience  5 -Plan evaluation by other groups/experts. Present and defend your colonization plan and spacecraft design. | K - 2 Solution  3 - recycling, reduce, sorting  4 - plagiarism, copyright  5 -colonization. evaluation | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)  K-5 AASL 4.1.1  Read, view, and listen for pleasure and personal growth  K-2 3.2.3  3-5 3.1.2 | K - 2 ELA  3 - Science  4 - Science/ ELA  5 - Science/ELA/ Social Studies |