**[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**

|  |
| --- |
| **Week of January 7th - 11th** [**Next Week**](#5j2vwzsyagoh) |
|  | **Unit** | **Essential Question &** **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration**  |
| **Dance** | K- 3rd: Space4th- 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, VarietyTap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-CE-E1: Kinesthetic AwarenessD-CE-E2: Elements of DanceD-CE-E5: Improvised and Set Movement patterns  | Lines and ShapesFractions |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K-upward and downward1st - small percussion2nd - Melody3rd - Rhythm Reading4th - Rhythm reading5th - 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 rhythmM-CE-E2 basic notational symbols M-CE-M2 notational symbols and vocabulary  | Direction vocabularyFractions |
| **Instrumental Music****(Strings)**  | Essential Elements for Strings Pg 20 | Rhythm Raps - Identifying eighth notes | Eighth Notes | Note ReadingM-CE-E1 Melody and rhythmM-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 PortfoliosReview rules, consequences, and procedures. | How are artworks cared for and preserved?What conditions, attitudes, and behaviors support creativity and innovative thinking? | PortfolioPreservation | Anchor Standard 1 |  |
| **Physical Education**  | K- Body/Spatial Awareness1- Manipulative Skills- Dribbling2- Transfer Body Weight3- Agility4- Cardio Respiratory5- Muscular system | K- How can I keep my body balanced when moving1 I can dribble a ball with my finger pads2. What is center of gravity3. What is agility4. How can I establish and maintain heart health5 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 Studies2-5 Science |
| **Library**  | K - Coding1 - 5 AR Party | K - Introduce Coding1 - 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 4.1.1Read, view, and listen for pleasure andpersonal growthK- 3.1.2 | K -STEM1 - 5 Science  |
| **Week of January 14th- 18th** [**Next Week**](#fm88q8avcr36) |
|  | **Unit** | **Essential Question &** **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration**  |
| **Dance** | K-2: Space3rd: Energy4-5: 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, VarietyTap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-CE-E1: Kinesthetic AwarenessD-CE-E2: Elements of DanceD-CE-E5: Improvised and Set Movement patterns D-CE-E6:Recognizing how dance relates to other disciplines.  | Lines and ShapesFractionsMusic |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K-Louder and Softer1st - small percussion2nd - Form3rd - Rhythm Reading4th - Ostinatos5th - 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 rhythmM-HP-E2 historical contextsM-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 StudiesFractions |
| **Instrumental Music****(Strings)** | Essential Elements for Strings Pg 20 | Essential Elements for Strings Pg 20 | Rhythm Raps - Identifying eighth notes | Note ReadingM-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-MonotypesK-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,MonotypeK: Clay, Texture, Relief1: Landscape, Collage, Primary Colors, Secondary Colors, Foreground, Middle Ground, Background2: Sugar Skulls, Repousse, Chasing, Cloisonne3: Portrait, Abstract, Analogous Colors, Patterns4: Geometric Shapes and Cityscape5: Horizon Line, Vanishing Points, Vertical Lines, Diagonal Lines | VA:Cr2.1.PKa: Variety of toolsVA:Cr2.1.Ka: Build SkillsVA:Cr1.2.1a: Observation and investigationVA:Cr1.2.2a: Various materialsVA:Cr2.1.3a: Variety of processes and materials.VA:Cr2.3.4a: represent constructed environmentsVA:Cr2.1.5a: develop skills in art-making techniques | 1: Landforms2: Symmetry4: Geometric Shapes5: Vertical, Converging, and Parallel Lines |
| **Physical Education**  | K- Body/Spatial Awareness1- Manipulative Skills- Dribbling2- Transfer Body Weight3- Agility4- Cardio Respiratory5- Muscular system | K- How can I keep my body balanced when moving1 I can dribble a ball with my finger-pads2. What is center of gravity3. What is agility4. How can I establish and maintain heart health5 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 Studies2-5 Science |
| **Library**  | K - 2 Robotics and Coding3 - Research & Robotics 4 - Engineering Design Project5 - Living in Space | K - Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace3 - Lego Wedo 2.0 Intro - Build Milo, add sensors 4 - Reveal project groups, review rubric, review best research practices5 - 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 property5 - Colonize | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 .3.1.43-5 AASL 1.1.1; 2.1.1 | K - 2 STEM3 - Science4 - ELA5 - Science/ Social Studies |
| **Week of January 22nd - 25th** [**Next Week**](#opsyc2h5ez5e) |
|  | **Unit** | **Essential Question &** **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration**  |
| **Dance** | K and 3: Time1 and 2: Space4 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, CompleteTap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-CE-E1: Kinesthetic AwarenessD-CE-E2: Elements of DanceD-CE-E5: Improvised and Set Movement patterns D-CE-E6:Recognizing how dance relates to other disciplines.  | Lines and ShapesFractionsMusic |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K-Louder and Softer1st - Louder and softer2nd - Form3rd - 4th Treble staff5th - Alto Recorder | K - What is Louder and softer?I Can play instruments to show louder and softer1st - 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 staff5th - 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 rhythmM-HP-E2 historical contextsM-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 ofExcellence Page 13 | What are eighth notes and how are they counted in the beat.Objective: Understanding ⅛ notes | Eighth Notes | Note ReadingM-CE-E1 Melody and rhythm | Applied Performance Skills |
| **Visual Art**[**Visual Art**](#sy8igcnrrxa9) | PK-MonotypesK-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,MonotypeK: Clay, Texture, Relief1: Landscape, Collage, Primary Colors, Secondary Colors, Foreground, Middle Ground, Background2: Sugar Skulls, Repousse, Chasing, Cloisonne3: Portrait, Abstract, Analogous Colors, Patterns4: Geometric Shapes and Cityscape5: Horizon Line, Vanishing Points, Vertical Lines, Diagonal Lines | VA:Cr2.1.PKa: Variety of toolsVA:Cr2.1.Ka: Build SkillsVA:Cr1.2.1a: Observation and investigationVA:Cr1.2.2a: Various materialsVA:Cr2.1.3a: Variety of processes and materials.VA:Cr2.3.4a: represent constructed environmentsVA:Cr2.1.5a: develop skills in art-making techniques | 1: Landforms2: Symmetry4: Geometric Shapes5: Vertical, Converging, and Parallel Lines |
| **Physical Education**  | K- 1 levels of movement,Building a movement vocabulary2- force3- tinikling4- function of Cardio System5- 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 traveling3- What is tinikling4- What happens to blood and oxygen cells in the body5. 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 fitnessStandard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | K-3- Social Studies4-5- Science |
| **Library**  | K - 2 Robotics and Coding3 - Research & Robotics4 - Engineering Design Project5 - Living in Space | K - Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace3 - 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, motion4 - Plagiarism, copyright, intellectual property5 -Colonize | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 2.2.43-5 1.1.8 | K - 23 - 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: Time3: Mini Pro4-5: 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, fluidTap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-CE-E1: Kinesthetic AwarenessD-CE-E2: Elements of DanceD-CE-E5: Improvised and Set Movement patterns D-CE-E6:Recognizing how dance relates to other disciplines.  | MusicFractionsEquations- making rhythms equal 4 or 8 counts  |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K-Louder and Softer1st - Louder and softer2nd - Composing3rd - 4th Recorder5th - 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 recorderI 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 rhythmM-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 ReadingM-CE-E1 Melody and rhythm | Applied Performance |
| **Instrumental Music****(Band)** | Standard ofExcellence Page 13 | What are eighth notes and how are they counted in the beat.Objective: Understanding ⅛ notes | Eighth Notes | Note ReadingM-CE-E1 Melody and rhythm | Applied Performance Skills |
| **Visual Art** | PK-MonotypesK-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,MonotypeK: Pattern, Repeat1: Landscape, Collage, Primary Colors, Secondary Colors, Foreground, Middle Ground, Background2: Clay, Coil, Score, Slip, Fire, Glaze3: Portrait, Abstract, Analogous Colors, Patterns4: Geometric Shapes and Cityscape5: Weave, Warp, Weft, Function, Pattern | VA:Cr2.1.PKa: Variety of toolsVA:Cr1.1.Ka: Imaginative playVA:Cr1.2.1a: Observation and investigationVA:Cr1.2.2a: Various materialsVA:Cr2.1.3a: Variety of processes and materials.VA:Cr2.3.4a: represent constructed environmentsVA:Cr2.1.5a: develop skills in art-making techniques | K: Pattern1: Landforms2: 3: Pattern4: Geometric Shapes5: Pattern |
| **Physical Education**  | K- 1 levels of movement,Building a movement vocabulary2- force3- tinikling4- function of Cardiovascular System5- 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 traveling3- What is tinikling4- What happens to blood and oxygen cells in the body5. 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 fitnessStandard 5. The physical literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | K-3- Social Studies4-5- Science |
| **Library**  | K - 2 Robotics and Coding 3 - Research & Robotics4 - Engineering Design Project5 - Living in Space | K - Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace3 - 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, algorithm3 - Speed, investigate4 - plagiarism, copyright, intellectual property5 - Colonize, culture, survive vs. thrive  | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 1.1.23-5 3.1.3 | K - 2 STEM3 - Science 4 - Science5 - Social Studies |
| **Week of February 11th - 15th** [**Next Week**](#l0bqn98zcjhz) |
|  | **Unit** | **Essential Question &** **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration**  |
| **Dance** | K-2: Time3: Mini Pro4-5: 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, flowTap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-AP-E1: recognize basic dance vocabD-AP-E5: creating and performing a dance | MusicFractionsEquations- making rhythms equal 4 or 8 counts  |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Performance1st - Short and long2nd - Composing3rd - 4th Recorder5th - Alto Recorder | K - What is Performing?I Can sing on pitch and in rhythm1st - 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 rhythmM-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 ReadingM-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 ReadingM-CE-E1 Melody and Rhythm | Applied Performance Skills |
| **Visual Art** | PK-MonotypesK-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,MonotypeK: Pattern, Repeat, Rainbow Order1: Sculpture, Loop, Organic Background2: Clay, Coil, Score, Slip, Fire, Glaze3: Portrait, Abstract, Analogous Colors, Patterns4: Geometric Shapes and Cityscape5: Weave, Warp, Weft, Function, Pattern | VA:Cr2.1.PKa: Variety of toolsVA:Cr1.1.Ka: Imaginative playVA:Cr1.2.1a: Observation and investigationVA:Cr1.2.2a: Various materialsVA:Cr2.1.3a: Variety of processes and materials.VA:Cr2.3.4a: represent constructed environmentsVA:Cr2.1.5a: develop skills in art-making techniques | K: Pattern1: 2: 3: Pattern4: Geometric Shapes5: Pattern |
| **Physical Education**  | K-1 Effort Time: Free And Bound2- Proprioception3- Core Steps for Tinikling4- Force: Light vs Strong5 - 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 sprinting2- What is proprioception and how do I apply the concept for catching3- What are the basic steps of tinikling4. 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, forceapplication | 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 Science3- Dance |
| **Library**  | K - 2 Robotics and Coding3 - Research & Robotics4 - Engineering Design Project5 - Living in Space | K - 2 Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace3 - What other factors make structures earthquake resistant?4 - Plan and design a solution to your problem5 - 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, algorithm3 - Structure4 - Blueprint5 - multigenerational  | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 3.3.23-5 3.4.3 | K - 2 STEM3 - 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: Time3: Mini Pro4-5: 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,durationTap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-AP-E1: recognize basic dance vocabD-AP-E5: creating and performing a dance | MusicFractionsEquations- making patterns equal 4 or 8 counts ELA- composition, outlining |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Performance1st - Short and long2nd - Composing3rd - Mini Pro4th Recorder5th - Alto Recorder | K - What is Performing?I Can sing on pitch and in rhythm1st - 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 rhythmM-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 ReadingM-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 ReadingM-CE-E1 Melody and Rhythm | Applied Performance Skills |
| **Visual Art** | PK-MonotypesK-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,MonotypeK: 1: Sculpture, Loop, Organic Background2: \*\*\*3: Sculpture, Loop, Roll, Curl, Asymmetry4: Linear Perspective, Space, Horizon Line, Vanishing Point, Parallel, Perpendicular, and Converging Lines5: Self Portrait, Proportion, Symmetry | VA:Cr2.1.PKa: Variety of toolsVA:Cr1.1.Ka: Imaginative playVA:Cr2.1.1a: Explore MaterialsVA:Cr1.2.2a: Various materialsVA:Cr2.1.3a: Variety of processes and materials.VA:Cr2.1.4a: Explore TechniquesVA:Re8.1.5a: Interpret | K: Pattern1: 2: 3: Asymmetry4: Parallel, Perpendicular, and Converging Lines5: Fractions (½, ¼, ⅛, ⅕) |
| **Physical Education**  | K-1 Locomotor,Non-Locomotor Skills2 Proprioception3- Rhythmic Dance4- CardioRespiratory5- Health Related SKills(Muscular Strength/Muscular Endurance | K-1 100 Day Activities I can strike an object with directional intent2- I can track an object in space3- I can create my own tinikling step4- I can create an Active Heart Rate Graph5- What is the difference between muscular strength and muscular endurance | Power, strength, endurance, musical phrasing, light, strong | Grades K-2Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Grades 3-5Standard 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 Math3- Social Studies, Math5- Science  |
| **Library**  | K - 2 Robotics and Coding Challenges3 - Research & Robotics4 - Engineering Design Project5 - Living in Space | K - 2 Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace3 - How do frogs morph during their lives? 4 - Build a model of your solution5 - How will you get food/ water in your spaceship?  | K - 2 coding, sequence, algorithm3 - Metamorphosis 4 - scale model5 - Aquaponics  | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 4.2.13-5 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: Time3: Mini Pro4-5: Tap | K-4: Assessments5: 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 vocabD-AP-E5: creating and performing a danceD-CE-E1: Kinesthetic AwarenessD-CE-E2: Elements of DanceD-CE-E5: Improvised and Set Movement patterns D-CE-E6:Recognizing how dance relates to other disciplines. |  |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- High, Low1st - Rhythm reading2nd - Composing3rd - Mini Pro4th Recorder5th - 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 playingM-CE-E1 Melody and rhythmM-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 ReadingM-CE-E1 Melody and Rhythm | Applied Performance skills |
| **Visual Art** | PK-MonotypesK-Britto Pattern Flowers (2)1-Paper Sculpture2-\*\*\*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,MonotypeK: 1: Sculpture, Loop, Organic Background2: \*\*\*3: Sculpture, Loop, Roll, Curl, Asymmetry4: Linear Perspective, Space, Horizon Line, Vanishing Point, Parallel, Perpendicular, and Converging Lines5: Self Portrait, Proportion, Symmetry | VA:Cr2.1.PKa: Variety of toolsVA:Cr1.1.Ka: Imaginative playVA:Cr2.1.1a: Explore MaterialsVA:Cr1.2.2a: Various materialsVA:Cr2.1.3a: Variety of processes and materials.VA:Cr2.1.4a: Explore TechniquesVA:Re8.1.5a: Interpret | K: Pattern1: 2: 3: Asymmetry4: Parallel, Perpendicular, and Converging Lines5: Fractions (½, ¼, ⅛, ⅕) |
| **Physical Education**  | K-2 Relationship to object3 Rhythmic Dance4-5 Manipulative Skills | K- I can plant my supporting leg when kicking1- I can run properly2-I can roll an object with accuracy3- I can create a tinkling routine4- I can create an Active Heart Rate Graph5- I can create a new games | Dominant, non dominant, accuracy, standards, flight,execute | Grades K-2Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Grades 3-5Standard 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, Math5- ELA, writing |
| **Library**  | K - 2 Robotics and Coding Challenges3 - Research & Robotics 4 - Engineering Design Project 5 - Living in Space | K - 2 Rotate through 1 center per week: Paper coding, Dash and dot, cubelets, makerspace3 - How do some organisms contribute to the life cycle of plants?4 - Continue building model and write a one page explanation of your solution5 - How will you get oxygen on your spaceship?  | K - 2 Coding, sequence, algorithm3 - pollinator4 - plagiarism, copyright, intellectual property 5 - water electrolysis, emissions | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 1.2.63-5 2.2.1 | K - 2 STEM3 - 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 Pro1-2: Time3: Mini Pro4: Energy5: 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 vocabD-AP-E5: creating and performing a danceD-CE-E5: Improvised and Set Movement patterns  | MusicFractionsEquations- making patterns equal 4 or 8 counts  |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro1st - 2nd Blues3rd - Mini Pro4th Recorder5th - 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 notes5th - 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 playingM-CE-E1 Melody and rhythm M-CE-E2 basic notational symbols M-CE-M2 notational symbols and vocabularyM-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 ReadingM-CE-E1 Melody and Rhythm | Applied Performance skills |
| **Visual Art** | Presentation of ArtworkEvaluation 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 object3 Rhythmic Dance4-5 Manipulative Skills | K- I can plant my supporting leg when kicking1- I can run properly2-I can roll an object with accuracy3- I can create a tinkling routine4- I can create an Active Heart Rate Graph5- I can create a new games | Dominant, non dominant, accuracy, standards, flight,execute | Grades K-2Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Grades 3-5Standard 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, Math5- ELA, writing |
| **Library**  | K - 2 Robotics and Coding Challenges3 - Research & Robotics4 - Engineering Design Project5 - 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, sequence3 - erosion, precipitation, floodgate4 - plagiarism, copyright, intellectual property5 -Colonization, survive vs, thrive | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 4.4.23-5 3.3.4 | K - 2 STEM3 - Science4 - Science5 - Social Studies  |
| **Week of March 11th - 15th** [**Next Week**](#jjfjn7derl9g) |
|  | **Unit** | **Essential Question &** **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration**  |
| **Dance** | K: Mini Pro1-2: Energy3: Mini Pro4: Energy5: 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, ForceCommunicate, Inspire, Abstract | D-AP-E1: recognize basic dance vocabD-AP-E5: creating and performing a danceD-CE-E5: Improvised and Set Movement patterns D-CE-E3 Communicating through dance | PoetryStory-telling |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro1st - 2nd Jazz3rd - Mini Pro4th Recorder5th - 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 notes5th - 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 playingM-CE-E1 Melody and rhythm M-CE-E2 basic notational symbols M-CE-M2 notational symbols and vocabularyM-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-MonotypesK-Britto Pattern Flowers (3)1-Paper Sculpture (2)2-\*\*\*3-Mini-Production4: 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-Production4-How do artists create the illusion of three dimensional space on a flat surface?5-What makes up my visual identity? | PK:Printmaking,MonotypeK: Patterns, Collage1: Sculpture, Loop, Organic Background2: \*\*\*3: Mini-Production4: Linear Perspective, Space, Horizon Line, Vanishing Point, Parallel, Perpendicular, and Converging Lines5: Self Portrait, Proportion, Symmetry | VA:Cr2.1.PKa: Variety of toolsVA:Cr1.1.Ka: Imaginative playVA:Cr2.1.1a: Explore MaterialsVA:Cr1.2.2a: Various materialsVA:Re.7.1.3a: Processes an artist uses.VA:Cr2.1.4a: Explore TechniquesVA:Re8.1.5a: Interpret | K: Patterns1: 2: 3:4: Parallel, Perpendicular, and Converging Lines5: Fractions (½, ¼, ⅛, ⅕) |
| **Physical Education**  | K-2 Relationship to object3 Rhythmic Dance4-5 Manipulative Skills | K- I can and kick a stationary ball1- I can run properly2-I can roll an object with accuracy3- I can create a tinkling routine4- I can create an Active Heart Rate Graph5- I can create a new games | Dominant, non dominant, accuracy, standards, flight,execute | Grades K-2Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Grades 3-5Standard 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, Math5- ELA, writing |
| **Library**  | K - Storytelling Robotics1 - 5 AR Party | K - Working with a partner, brainstorm story ideas for your robot1 - 5 Breakout EDU: Students will work together to solve clues and “breakout” | K - Brainstorming1 - 5 Communication, Collaboration | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 2.1.53-5 1.3.5 | K - ELA1 - 5  |
| **Week of March 18th - 22nd** [**Next Week**](#3sz6cfoat52w) |
|  | **Unit** | **Essential Question &** **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration**  |
| **Dance** | K: Mini Pro1-2: Energy3: Tap4: Inspiration5: 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, releaseCommunicate, Inspire, Abstract | D-AP-E5: creating and performing a danceD-CE-E5: Improvised and Set Movement patterns D-CE-E3 Communicating through dance | PEPoetryFractionsMusic |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro1st - 2nd Blues3rd - Recorder4th Recorder5th - 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 playingM-CE-E1 Melody and rhythm M-CE-E2 basic notational symbols M-CE-M2 notational symbols and vocabularyM-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-MonotypesK-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,MonotypeK: Self Portrait, Hero, Setting1: Sculpture, Loop, Organic Background2: \*\*\*3: Still Life, Abstract, Tertiary Colors4: Linear Perspective, Space, Horizon Line, Vanishing Point, Parallel, Perpendicular, and Converging Lines5: Self Portrait, Proportion, Symmetry | VA:Cr2.1.PKa: Variety of toolsVA:Re.7.2.Ka: RepresentationVA:Cr2.1.1a: Explore MaterialsVA:Cr1.2.2a: Various materialsVA:Re.7.1.3a: Processes an artist uses.VA:Cr2.1.4a: Explore TechniquesVA:Re8.1.5a: Interpret | K: Pattern1: 2: 3:Parts of a flower4: Parallel, Perpendicular, and Converging Lines5: Fractions (½, ¼, ⅛, ⅕) |
| **Physical Education**  | K- Body Awareness: Non Locomotor combinations1- Force/Effort2- Non Locomotor Combinations3- Rhythmic Dance4- Force/Effort5- Manipulative Skills | K- How can I move my body without traveling in general space1 - I can strike a object with an extension2 I can work with my classmates to create a “Conditioned Alien”3. I can design a tinkling performance piece with my peers4. I can visualize and throw to an interesting point on a plane5. 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. | ELAMath |
| **Library**  | K - 2 Storytelling Robotics3 - Research & Robotics4 - Engineering Design Project5 - Living in Space | K - 2 Create Characters3 - How can Animals survive in their environment?4 - Test solution and redesign5 - How much cargo capacity does your spaceship have? Can it fit everything you designed to sustain life? | K - 2 Character Traits3 - predator, prey, adaptation4 - redesign5 - capacity  | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 1.2.23-5 1.1.7 | K - 2 ELA3 - Science 4 - Science5 - Math |
| **Week of March 25th - 29th** [**Next Week**](#ko9mjnnv0eg) |
|  | **Unit** | **Essential Question &** **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration**  |
| **Dance** | K: Mini Pro1: Energy2: Inspiration3: Tap4: Inspiration5: 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, releaseStimuli, SensesCommunicate, Inspire, AbstractTap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-AP-E5: creating and performing a danceD-CE-E5: Improvised and Set Movement patterns D-CE-E3 Communicating through dance | Imagery in literaturePEFractionsMusic |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro1st - 2nd Jazz3rd - Recorder4th Recorder5th - Production | K - I Can sing on pitch and in rhythm.1st -2nd What is scatting?I Can sing scat syllables in a Jazz song3rd - 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 playingM-CE-E1 Melody and rhythm M-CE-E2 basic notational symbols M-CE-M2 notational symbols and vocabularyM-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-MonotypesK-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,MonotypeK: Self Portrait, Hero, Setting1: Sculpture, Loop, Organic Background2: \*\*\*3: Still Life, Abstract, Tertiary Colors4: Linear Perspective, Space, Horizon Line, Vanishing Point, Parallel, Perpendicular, and Converging Lines | VA:Cr2.1.PKa: Variety of toolsVA:Re.7.2.Ka: RepresentationVA:Cr2.1.1a: Explore MaterialsVA:Cr1.2.2a: Various materialsVA:Re.7.1.3a: Processes an artist uses.VA:Cr2.1.4a: Explore Techniques | K: Pattern1: 2: 3: Parts of a flower4: Parallel, Perpendicular, and Converging Lines |
| **Physical Education**  | K- ManipulativeRelationships (to objects)1/2- Differentiate between locomotor, non-locomotor and manipulative skills3 Rhythmic Patterns/ Manipulative Skills4- Strategic Planning5- 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 skills3. I can jump a long rope4. I can cooperate with my team and plan a strategy a plan for success5. 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 Robotics3 - Research and Robotics 4 - Engineering Design Project5 - 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 Setting3 - environments, habitat, adapt4 - plagiarism, copyright, intellectual property5 - 3 dimensional design  | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 2.1.63-5 3.3.5 | K - 2 ELA 3 - Science4 - Science 5 - STEM |
| **Week of April 1st - 5th** [**Next Week**](#gl2016mufut) |
|  | **Unit** | **Essential Question &** **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration**  |
| **Dance** | K: Mini Pro1: Energy2: Inspiration3: Tap4: Inspiration5: Production | K: I can perform choreography.1-4: Assessments |  | D-AP-E5: creating and performing a danceD-CE-E5: Improvised and Set Movement patterns D-CE-E3 Communicating through dance |  |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro1st - 2nd Jazz3rd - Recorder4th Recorder5th - Production | K - I Can sing on pitch and in rhythm.1st -2nd What is scatting?I Can sing scat syllables in a Jazz song3rd - 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 playingM-CE-E1 Melody and rhythm M-CE-E2 basic notational symbols M-CE-M2 notational symbols and vocabularyM-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-MonotypesK-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,MonotypeK: Self Portrait, Hero, Setting1: Sculpture, Loop, Organic Background2: \*\*\*3: Clay, slab, slump, organic shape4: Self Portrait, Pop Art, Pattern | VA:Cr2.1.PKa: Variety of toolsVA:Re.7.2.Ka: RepresentationVA:Cr2.1.1a: Explore MaterialsVA:Cr1.2.2a: Various materialsVA:Cr1.2.3a: investigate personal ideasVA:Cr2.1.4a: Explore Techniques | K: Pattern1: 2: 3:4: Parallel, Perpendicular, and Converging Lines |
| **Physical Education**  | K- ManipulativeRelationships (to objects)1/2- Differentiate between locomotor, non-locomotor and manipulative skills3 Rhythmic Patterns/ Manipulative Skills4- Strategic Planning5- Production  | K- I can dribble a ball with my dominant and non dominant hand1- I can strike an object off a tee2- I can identify locomotor and non locomotor skills3. I can strike a tossed object4.I can run a 4x4 relay5. 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. | ELAMath |
| **Library**  | K - 2 Storytelling Robotics3 - Research & Robotics4 - Engineering Design Process5 - 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 audience5 - Wrap up all parts of your colonization plan and prepare to present it.  | K - 2 Problem 3 - survival4 - plagiarism, copyright, intellectual property5 - Colonization, exploration | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 1.2.33-5 2.3.1 | K - 2 ELA3 - 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 Pro1: Energy2: Inspiration3: Tap4: Inspiration5: 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, releaseCommunicate, Inspire, AbstractTap, Ball, Heel, Bass, Tone, Articulation, Brush, Spank, Dig, Rhythm, Syncopation | D-AP-E5: creating and performing a danceD-CE-E5: Improvised and Set Movement patterns D-CE-E3 Communicating through dance | ELADramaArtMusic |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- Mini Pro1st - 2nd Jazz3rd - 4th Poetry5th - 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 Samba3rd - 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 playingM-CE-E1 Melody and rhythm M-CE-E2 basic notational symbols M-CE- E4 basic elements of music tM-CE-M2 notational symbols and vocabularyM-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-MonotypesK-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,MonotypeK: Self Portrait, Hero, Setting1: Sculpture, Loop, Organic Background2: \*\*\*3: Clay, slab, slump, organic shape4: Self Portrait, Pop Art, Pattern | VA:Cr2.1.PKa: Variety of toolsVA:Re.7.2.Ka: RepresentationVA:Cr2.1.1a: Explore MaterialsVA:Cr1.2.2a: Various materialsVA:Cr1.2.3a: investigate personal ideasVA:Cr2.1.4a: Explore Techniques | K: Pattern1: 2: 3:4: Parallel, Perpendicular, and Converging Lines |
| **Physical Education**  | K-2 Combining locomotor skills with manipulative skills3- Health Related Fitness4- Manipulative skills5- Production | K- I can run and kick a stationary ball2 I can roll and object to my partner accurately3 What is does skill related fitness mean4 I can strike an tossed object with an extension5 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 Robotics1 - 5 STAR Reading test | K - Finish Problem1 - 5 Take end of the year STAR Reading test to measure growth | K - Problem/ solution1 - 5  | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK 2.1.5 | K - ELA1 - 5 ELA |
| **Week of April 15th - 19th**  |
|  | **Unit** | **Essential Question &** **Lesson Objective** | **Vocabulary** | **Standards** | **Content Integration**  |
| **Dance** | K and 3 : Post-test1,2,4: Inspiration5: 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 danceD-CE-E5: Improvised and Set Movement patterns D-CE-E3 Communicating through dance | ELADramaArtMusic |
| **Drama** |  |  |  |  |  |
| **Vocal Music** | K- 1st - post test2nd - Latin Music3rd - Recorder4th Recorder5th - 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 playingM-CE-E1 Melody and rhythmM-CE- E3 Improvise or compose M-CE-M2 notational symbols and vocabularyM-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-MonotypesK-Hero Self Portraits (4)1-Paper Sculpture (4)2-\*\*\*3-Mini Production4: 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 Production4-What decisions do artists make? | PK:Printmaking,MonotypeK: Self Portrait, Hero, Setting1: Sculpture, Loop, Organic Background2: \*\*\*3: Mini Production4: Self Portrait, Pop Art, Pattern | VA:Cr2.1.PKa: Variety of toolsVA:Re.7.2.Ka: RepresentationVA:Cr2.1.1a: Explore MaterialsVA:Cr1.2.2a: Various materials3rd: Mini ProductionVA:Cr2.1.4a: Explore Techniques | K: Pattern1: 2: 3:4: Parallel, Perpendicular, and Converging Lines |
| **Physical Education**  | K-2 Combining locomotor skills with manipulative skills3- Health Related Fitness4- Manipulative skills5- Production | K- I can run and kick a stationary ball2 I can roll and object to my partner accurately3 What is skill related fitness4 I can strike an tossed object with an extension5 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 Robotics3 - Research & Robotics4 - Engineering Design Process5 - 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, sorting4 - plagiarism, copyright 5 -colonization. evaluation | [AASL Learning Standards](https://drive.google.com/file/d/0BwRtLPIkPQ_tTHpib18xWTREYTQ/view)K-5 AASL 4.1.1Read, view, and listen for pleasure andpersonal growthK-2 3.2.33-5 3.1.2 | K - 2 ELA3 - Science 4 - Science/ ELA5 - Science/ELA/ Social Studies |