

Music Short-Range Plan (until Christmas) for Cycle B

Submitted by: _____ Principal's Name: _____ Date: _____

This Short-Range Plan for Music is provided for all teachers to get an overview of all Music lessons, and for all principals to be informed. If teachers want to substitute anything in any lesson, whatever is replaced must include the **curriculum skills** from the original lesson, which are bolded.

SEPTEMBER

September 3-16: Lesson # 1 & 2: Drum Circle & Percussion Fun to *Crazy Dreams* music; Learning about **chorus and metaphors**; A Crazy Rhythms Game; The Art and Heart of Drum Circles; Active Rhythmology; Kalani's Echo Game; Orbit 11; Pieces of Eight; Chant & Movement; YouTube video on **syncopation** certainly kicks this year off with a fun-packed line up.

September 17 – 24: Lesson # 3: Boom, Snap, Clap: Percussion work & **improvising; entrainment;** *Crazy Rhythm Game; Drumming Team Building Activities;* Rhythm Posters using **ta and ti-ti and rests**; learning the *Boom, Snap Clapping Game*. The **emphasis is on the beginning of the year routines.**

OCTOBER

Sept 26-October 9: Lesson # 4 & 5: Sight Reading & Solfege: The Significance of the Scarecrow opens with **singing warmups and identifying lines and spaces in music note and solfege language; jamming using instruments** including Orff; **solfege ear training using Kodaly hand signs**. This will be the first time the children *See the Scarecrow* sheet music that they will be **playing and singing Orff style**. Students will also get an **opportunity to jam by experimenting and discovering musical blends.**

October 10-24: Lesson 6 & 7: Collaborating and Performing: These next two lessons are focused on: **reading music including bass notes; playing music and adding lyrics** that are sung to the music provided and improvising with your Jamming Team. (Ensemble) More work on the treble staff and the **introduction of the bass clef; lines and spaces above or below the staff**. Together they will **perform the See the Scarecrow** sheet music, even playing a chord on BOO! Then they get to play the *Halloween Party* song and add their own lyrics. Great chance for the AIT to assess, this **integrated ORFF approach** to learning.

October 2–November 4: Lessons: # 8 & 9: Pure Imagination: Next week a combination dance/music lesson will begin, called *Alabama Girl/Boy*. An active and easy introduction to Dance.

NOVEMBER – DECEMBER

November 5–18: Lessons # 8 & 9: Alabama Girl/Boy: Introducing the **Orff** approach to music; reviewing syncopation; learning *Alabama Girl/Boy* **clapping rhythm patterns; reading rhythm notes and then applying note values; more work with the treble clef;** Taylor Swift’s Trouble song, *I Knew You Were Treble*; introducing **canon**; examining the **musical staff and sharps and flats**. Physical Literacy and integration include learning the Alabama Girl dance.

November 19–December 3: Music/Dance Lesson # 11: Illusions Everywhere Party: Many discussions and YouTube in this lesson includes the influence of media this time of the year and always. This introduction to dance features dance illusions like the moon walk and a **hip-hop slow walk**. Illusions through **drama games** and even optical illusions lead the lesson to animated YouTube video titled *Heavenly Appeals* and the *Funny Ornament*. In this YouTube video, the Christmas Tree is having fun after everyone has gone to bed. Best to keep the mystery of late-night illusions under wrap!

December 4–17: Lesson # 1: Elements of Dance: This lesson opens with a passionate dance warm up titled *Bailando* (“dancing”), which became the first Spanish-language music video to have been viewed over a billion times. Counting and timing are important skills to get right and the only way to get them right is to understand the elements of dance. The fundamental concepts of **body, space, time, energy, and relationships** are the elements of dance. **Stretch, bend, levels, twists, and rolls** are important to Grade 4 dance and will be used repeatedly in dance this year. **Counting and combinations, positive and negative space, pathways, and relationships as well as symmetry and asymmetry** are all part of the concepts covered in dance this year. The Grade 4s are now ready to return in the New Year knowing what to expect as Dance continues.