

First Grade

Unit One

Look Who's Here

LSA		Rhythm Patterns	2BI
Perform	ART.M.I.I.1	Sing with age-appropriate tone quality	<i>Down Came a Lady</i> {Marshall}
	ART.M.I.I.4	Collectively sing in rhythm, on pitch and in tempo with appropriate posture	
	ART.M.I.I.7	Audiate and produce the resting tone in various tonalities and keyalities	<i>City Line Avenue</i> {Bailey} <i>Joe Do and Mona La</i> <i>Pete the Cat</i> {DeBoer Programs} <i>Put On My Walking Shoes</i> {Krohn Harmonizing} <i>Frog Song</i> {Shouldice Research} <i>Handy Dandy</i> {Navin Assessment}
Listen	ART.M.I.I.1	Distinguish and describe the differences between steady beat and rhythm	<i>Diddle, Diddle</i> {Hornbach Cooking 2} <i>Erie Canal</i> {Hornbach Cooking 4} <i>Here Comes the Bluebird</i> {Trinka K-2 Music} <i>Jolly Miller</i> {Kodaly Play Parties MMC} <i>We Are Dancing In The Forest</i> {song/dance/game} {Kodaly MMC & 2: 35}
	ART.M.III.15	Visually and aurally identify the brass family	
Assess	ART.M.I.I.4	PRE-TEST: Collectively sing in rhythm, on pitch and in tempo with appropriate posture	Echo melodic solfege patterns
	MAEIA M.IO ¹	PRE-TEST: Sing a song	Use official assessment materials

¹See assessment materials downloaded from <https://maeia.artsednetwork.org/>

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Unit One

Canoe Song		Movement: SPACE	
JRI I: 80	ART.M.I.II ART.M.I.I.7		
<ul style="list-style-type: none"> Listen → imagine a canoeing trip → view images → discuss → paddle a canoe to the macro beat while I sing and play buffalo drum Cue neutral RT with peek-a-boo puppet at phrase endings → label RT Read <u>Row Your Boat</u> 		<p><i>Walk This Way</i> {Mvmt Exploration 24}</p>	Vocabulary Exploration
<ul style="list-style-type: none"> Cue neutral RT with peek-a-boo puppet throughout song → review label → I sing melody while C sings with ball {MI in air and LA in my hands} Flash micro & I play alternating E B ♯ on xylophone → sway macro & I play octave E half notes on xylophone → label SB Move to and whisper micro {shoulders} → macro {lap} using solfege while I sing and show signs {do not change during verse} → label macro or micro 		<p><i>Inside the Bubbles</i> {Mvmt Exploration 22}</p> <p><i>The Fish</i> from <u>Carnival of the Animals</u> {1 CD 3 #29}</p>	Expression Art Music
<ul style="list-style-type: none"> Learn melody Cue neutral RT with peek-a-boo puppet for C/S → review label Tap micro and sway macro → add S to micro and macro xylophone parts Repeat sign activity but change during verse → review labels → add rhythm stick taps in lap and on shoulders 		<p><i>Relationships</i> with scarves {Mvmt Stories 10}</p>	Student-Created
<ul style="list-style-type: none"> Review melody → C sings melody and I sing chord roots Listen to me play macro beat then melodic rhythm on xylo while singing → discuss → discover SB verses rhythm → concept lesson 		<p><i>Santa Maloney</i> {Circle Games 69}</p>	Circle Dance
<ul style="list-style-type: none"> Review melody with antiphonal singing Repeat sign activity with ½ C macro and ½ C micro → review labels Introduce and practice ASK ME card & distribute printed notation 		<p><i>Little Duck</i> {Bailey}</p>	Other

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Unit Two

How Are You Today?

LSA		Tonal Patterns	IA3
Perform	ART.M.I.1	Sing songs in major tonalities using a DO based system	<i>Kum Ba Yah</i> {Hornbach Cooking 5} Major Tonality Games ¹ <i>Swan Lake</i> {Classic Tunes 38} <i>Tom Tinker</i>
	ART.M.I.3	Sing expressively using phrasing	
	ART.M.I.11	Perform various expressive elements	Dynamics
Create	ART.M.II.2	Improvise four-beat rhythmic patterns in duple meter using solfege	<i>I See You</i> {McDonough/Behrends}-Halloween <i>King's Land</i> {MIE Handout} <i>Three Little Witches</i> {Holiday Binder}
	ART.M.II.6	Create appropriate vocal, instrumental, and physical patterns to accompany music	<i>Eency Weency Spider</i> <i>Halloween Sounds</i> {Bailey Binder 56} ² <i>Tom Tinker</i> {create tonic ostinato for voice/xylo}
Listen	ART.M.III.3	Use movement, drawing, and other means to respond to given criteria in aural examples	Haydn's Surprise Symphony
	ART.M.III.4	Identify and execute various dynamics: piano, mezzo forte, and forte	<i>Billy Goats Gruff</i> {Marshall} Create a rainstorm {JRI 1 230} <u>Listen to the Rain</u> {Bill Martin/John Archambault} <u>Mortimer</u> by Robert Munsch <i>Radetzky March</i> {1 CD 1 #15} <i>Stars and Stripes</i> {Sousa}
Assess	ART.M.I.7	Audiate and produce the resting tone in various tonalities and keyalities	<i>Black Spider</i> {McDonough/Behrends}

¹Major Tonality Games

1. *Pumpkin Patch* Tonality Game {I choose S in pumpkin patch → S stands & listens to tonal pattern → S sings *no* or *major tonality* → S joins me in patch}
2. *Walk the Plank* {Bailey PowerPoint}
3. Plate game using dots and *Halloween* {1: 273}

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Unit Two

Happy Monkey ³		Movement: WEIGHT	
JRI I: 250	ART.M.I.II, ART.M.I.I.3 ART.M.I.II.2, ART.M.I.II.II		
<ul style="list-style-type: none"> Listen → watch my phrase arms → add arms/stretching motions Puppets chant same/different rhythms at :lls → C IDs with hands 		<i>Weight</i> {Word Document} Experiment with each motion	Vocabulary Exploration
<ul style="list-style-type: none"> Tonal solfege → ID major with questions Learn 1st ½ of melody :ll puppets → label echo/improvise → experiment with improvisation using neutral then rhythm syllables 		<i>Leaves Fall</i> = light floating <i>Raking the Leaves</i> = heavy pulling	Expression Art Music
<ul style="list-style-type: none"> Review 1st ½ of melody → add phrase arms/planned breaths Learn 2nd ½ of melody I walk around circle with monkey → S improvises/echoes → C IDs 		<i>Spider on My Hand</i> {Pinterest MMC}	Student-Created
<ul style="list-style-type: none"> Review 2nd ½ of melody → add phrase arms/planned breaths Add dynamics using cue cards {p/mf/f} C tiptoes around dots on refrain → students on <u>red</u> dots improvise → :ll but S on <u>red #5</u> echoes/improvise → C IDs Introduce and practice ASK ME card & distribute printed notation 		<i>Pumpkin, Pumpkin</i> {Halloween Activities}	Circle Dance

²Small groups create sounds and movements to accompany verses. I sing a verse while a group performs. Project Halloween images {pumpkin, bat, spider, witch, ghost} via a flashlight onto the screen with the lights off. Use flashlight caps or punch images from circles that fit onto the flashlight glass.

³I play rhythmic ostinato accompaniment

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Unit Three

Music Time

LSA		Rhythm Patterns	2CI
Perform	ART.M.I.1.9	Utilize a syllable system for chanting rhythms in triple meter: eighth, dotted quarter, and dotted half notes	Discover and identify triple meter <i>Bolero</i> {Conversational Solfege #12} <i>Eine Kleine Nachtmusik</i> {2 CD 8 #18} <i>Moldau</i> {Classic Tunes 255} <i>Pussy Cat</i> {Bailey PowerPoint}
	ART.M.I.1.9	Utilize standard notation to read rhythms in triple meter	<i>Caterpillar Rhythms</i> {Pinterest MMC} Triple meter reading games ¹
Create	ART.M.III.2	Improvise four-beat rhythmic patterns in triple meter using solfege	
Listen	ART.M.III.1.4	Aurally identify high verses low pitches	Concept Lesson <i>Flea Song</i> {notation & bar graph} <i>Nicky Upstairs & Down</i> {Harriet Ziefert}
	ART.M.III.1.4	Aurally identify ascending verses descending melodic contour	
	ART.M.III.1.5	Visually and aurally identify the trumpet	<i>Trumpet Voluntary</i> {Classic Tunes 63, 1 CD 7 #34}
Assess	ART.M.I.1.9	PRE-TEST: Utilize standard notation to read rhythms in triple meter	

¹Triple Meter Reading Games

- Place rhythm flashcards in basket. Pass basket while music plays. Student with basket when music stops draws a card and chants the rhythm. {Gagne Singing Games}
- Pass an object while we sing a song. The student with the object when the song ends draws a flashcard from my hand and chants the rhythm.
- Thanksgiving *Turkey Farm* die cuts
- I Have, Who Has?*
- Toss bean bag into a line of buckets. Read corresponding rhythms. Closest bucket = easiest rhythm. Farthest bucket = hardest rhythm.
- Add recording while chanting rhythm. Use STOP/GO sign and Conversational Solfege flashcards/recordings.
- Write rhythm patterns or numbers corresponding to rhythm flashcards on a beach ball. Toss the ball. Student who catches ball decodes pattern on ball's closest color panel.

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Unit Three

Lavender's Blue		Movement: LEVELS	
JRI 2: 206	ART.M.II.9 ART.M.II.2		
<ul style="list-style-type: none"> Listen → look at images of royalty → discuss text Brainstorm how royalty move → move like royalty while I sing Partners take double hands and swing side-to-side on macro → pair create other macro movements → share and experiment with moves while I sing Echo rhythms using solfege and flashcards 		<p>Levels {Word Document & Mvmt Posters} Experiment with leveled mvmts on chart</p>	Vocabulary Exploration
<ul style="list-style-type: none"> Rhythm solfege → ID triple I chant rhythm and C locates pattern Learn 1st ½ melody I demonstrate rhythmic improvisation using puppets at :lls {4-count phrases using neutral syllables → solfege} 		<p><i>Levelance</i> {Chappelle CD 1 #11} Move using prescribed mvmt at high/med/low level to match pitches → freeze in <u>circle</u> on sustained notes</p>	Expression Art Music
<ul style="list-style-type: none"> Review 1st ½ melody Learn 2nd ½ melody C/S improvise rhythms using neutral syllables and peepers → solfege Learn 1st ½ dance¹ Reinforce high/low pitches with notation during concept lesson 		<p><i>Not My Level</i> {Chappelle CD 2 #9}</p>	Student-Created
<ul style="list-style-type: none"> Review 1st ½ dance → learn 2nd ½ dance Play triple meter rhythm game Reinforce ascending/descending with notation during concept lesson Introduce and practice ASK ME card & distribute printed notation 			Circle Dance

¹See music for circle dance that uses rhythm improvisation in between verses {perhaps include a simple hand jive or SB pattern to accompany improvisation}

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Unit Four

Hello {Aeolian}

LSA		Tonal Patterns	IB3
Perform	ART.M.II.1	Sing songs in minor tonalities using a LA based system	Create staff sheets {see <i>Little Wind-Shouldice</i> } Krohn MMC 3 <i>Little Fugue</i> {Classic Tunes 170} <i>Peg Leg the Pirate</i> {Kodaly Play Parties MMC}
	ART.M.II.3	Sing expressively by utilizing tempo changes	
	ART.M.II.5	Respond to conducting cues for expressive qualities	<i>Do As I'm Doing</i> {Marshall}
	ART.M.II.11	Perform various expressive elements	
	ART.M.II.8	Collectively play basic rhythmic patterns on classroom instruments	Play melodic rhythm on non-pitched percussion → add SB/rhythmic ostinato on additional perc.
Listen	ART.M.III.1.3	Use movement, drawing, and other means to respond to given criteria in aural examples	<i>Go and Stop</i> {Hornbach} & tempo cats
	ART.M.III.1.4	Identify and execute tempo changes: accelerando and ritardando	<i>Bubble Gum</i> {JRI 1: 8} <i>Four Seasons</i> {Classic Tunes 122 & 1 CD 6 #37} <i>Nature #2 Song</i> {Sweet Honey in the Rock} ACCEL <i>Pop Goes the Weasel</i> {JRI 2: 218}
	ART.M.III.11	Recognize musical forms: Call-and-Response	<i>Happy</i> {see article} <i>Little Owl in the Tree</i> {Krohn MMC 2} <i>Weather Person</i> {JRI 2: 184} <i>Who's Got a Fishing Pole</i> {C/R 42 & WORD}
Create	ART.M.II.1.3	Create vocal and rhythmic embellishments for a song or rhyme	<u><i>In the Tall, Tall Grass</i></u>
Assess	ART.M.II.1.2	Improvise four-beat rhythmic patterns in triple meter using solfege syllables	<i>Sock Monkeys</i> {McDonough/Behrends}

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Unit Four

I See the Moon		Movement: TIME	
Finale	ART.M.I.II, ART.M.I.I.3, ART.M.I.I.8		
<ul style="list-style-type: none"> Listen → rock macros and tap microse → add rhythm solfege → ID 3 Use MONA LA to cue LA RT at phrase endings → echo tonal solfege Learn call → C = calls and I = responses 		<i>Time</i> {Word Document} Experiment with mvmts on chart	Vocabulary Exploration
<ul style="list-style-type: none"> Listen → tonal solfege → ID minor Use owl puppet to cue LA RT throughout Review call Discuss form as <i>call-and-response</i> Learn 1st response → I = call and C = response I add rhythmic ostinato¹ 		Feierabend CD 2 #6 = slow Feierabend CD 2 #8 = quick	Expression Art Music
<ul style="list-style-type: none"> Review 1st response → reinforce form → ½ C = call and ½ C = response Learn 2nd response → I = call and C = response Learn rhythmic ostinato with solfege/notation/body percussion I add non-pitched percussion <i>Experiment with accelerando/ritardando</i> 		<i>Go and Stop</i> {Hornbach} Use tempo cats to experiment with tempi	Student-Created
<ul style="list-style-type: none"> Review 2nd call → reinforce form ½ C = call and ½ C = response → switch Review rhythmic ostinato → add S/C to instruments Learn dance² 		Repertoire Dance	Circle Dance
<ul style="list-style-type: none"> S = call and C = response {cue with microphone} Review rhythmic ostinato with instruments Add wind chime throughout Review dance Introduce and practice ASK ME card & distribute printed notation 		Repertoire Dance OR Bell, Chocolate, and Kite Scenarios {JRI: 133}	Other

¹Create/see music for 6-beat rhythmic ostinato for non-pitched percussion

²Create/see music for dance with scarves/streamers

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Unit Five

Hello Everybody

LSA		Rhythm Patterns	3AI
Perform	ART.M.I.1.9	Utilize a syllable system for chanting rhythms in duple meter: eighth, quarter, and half notes	Discover and identify duple meter <i>Firebird</i> {Classical Tunes 17} <i>Surprise Symphony</i> {Classical Tunes 13}
	ART.M.I.1.9	Use standard notation to read rhythms in duple meter	<i>Cupid</i> {McDonough/Behrends} Krohn MMC 2 <i>Sweet Treats</i> Rhythm Reading Game {PDF} Duple Meter Reading Games ¹
Create	ART.M.II.1.2	Improvise dominant patterns in major tonality	<i>Bow Belinda</i> Concept Lesson { <i>Hello Everybody</i> } <i>Variation on Hello Everybody</i> {Marshall}
Listen	ART.M.III.1.1	Recognize musical forms: Solo and Chorus	<i>Yo Ho, I Pull the Anchor</i> {Rose} <i>Who Has the Penny?</i> ²
	ART.M.III.1.5	Visually and aurally identify the French horn	
Assess	ART.M.I.1.8	Collectively play basic rhythmic patterns on classroom instruments	
	MAEIA M.IO! ¹	Sing a song	Use official assessment materials

¹Duple Meter Reading Games

1. Place rhythm flashcards in basket. Pass basket while music plays. Student with basket when music stops draws a card and chants the rhythm. {Gagne Singing Games}
2. I Have, Who Has?
3. Add recording while chanting rhythm. Use STOP/GO sign and Conversational Solfege flashcards/recordings.
4. Write rhythm patterns or numbers corresponding to rhythm flashcards on a beach ball. Toss the ball. Student who catches ball decodes pattern on ball's closest color panel.

² Cue mystery soloists by giving 3 objects to 3 S while C closes eyes

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Unit Five

The Weather Person		Movement: BODY PARTS AND WHOLE	
JRI 2: 184	ART.MI.1.9 ART.M.III.11		
<ul style="list-style-type: none"> • Listen • Discuss types of weather and what to wear for given conditions → I sing melody with given weather and change text accordingly • Add micro/macro mvmt → add solfege → label • Echo rhythm solfege → discover duple meter → ID duple • Decode and chant rhythm flashcards {11-15} or patterns¹ • Listen to me sing melody in solfege while watching notation 		Draw numbers, shapes, and letters {Alphabet Flashcards PDF 29-35} using various body parts {LP 19 2016-2017}	Vocabulary Exploration
<ul style="list-style-type: none"> • Listen to CD 3 #5 → discuss voice arrangement → introduce solo/chorus • Learn chorus • ID rhythm flashcard in line-up or patterns¹ • Decode rhythm of song using solfege and notation 		<i>Little Wheel Turning</i> {Hornbach} Listen → turn wheel with body parts → tiptoe and freeze on <i>heart</i> → spin and freeze on <i>heart</i>	Expression Art Music
<ul style="list-style-type: none"> • Review chorus → antiphonal singing • Learn solo • Add real microphone to highlight S on solo part while C sings chorus • Show rhythm pattern² from song → C chants pattern while I sing melody → :ll with other pattern → assemble patterns in order to create phrases 			Student-Created
<ul style="list-style-type: none"> • Review solo • Assemble in solo/chorus form • I improvise melody & C passes umbrella {or travels in circle under umbrella} → student with/under umbrella becomes soloist • Play <i>Sweet Treats</i> game • Read <i>Cloudy With a Chance of Meatballs</i> • Introduce and practice ASK ME card & distribute printed notation 			Circle Dance

¹Use duple meter patterns on back of *Loose Tooth* papers or First Grade Duple Meter Flashcards PDF

²Create Word document {like *Duple Meter Dictation for Bow Belinda*} with rhythm patterns from song {♪♪ ♪♪♪} and space to match patterns with text

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Unit Six

Everyone I See

LSA		Tonal Patterns	3AI
Perform	ART.M.I.I.10	Use graphic and standard notation to identify space and line notes	Concept lesson & PowerPoint Create staff sheets {see <i>Little Wind-Shouldice</i> }
	ART.M.I.I.10	Use standard notation to read four or more pitches: DO, MI, SOL, LA and LA, DO, MI, FA	March Madness bulletin board <i>Old Mother Brown</i> {IDEAS MUSIC} Spot dots on floor staff/shower curtain/Nietupski's boards
Create	ART.M.I.I.12	Improvise stylistically-appropriate consequence phrases in response to melodic antecedent phrases presented aurally	<i>Arioso</i> {Feierabend MMC} <u><i>Pete the Cat Rocking in My School Shoes</i></u> <i>Two Little Birds</i> {2 JRI: 222}
Listen	ART.M.I.I.I.1	Recognize musical forms: ABA	<i>A Fair Dove</i> Concept lesson <i>Draw Me a Bucket of Water & Frog in the Bucket</i> <i>Go To Bed, Tom!</i> {Sams} Hamburger Form Cards {PDF} Movement ideas {Classic Tunes 236}
	ART.M.I.I.I.5	Visually and aurally identify the trombone	
Assess	ART.M.I.I.9	Utilize standard notation to read rhythms in duple meter	

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Unit Six

Mitty Mitty {A = Melody} & Mitty Mitty {B = Chant}		Movement: FLOW	
Conversational Solfege: I05 Finale	ART.M.III.II, ART.M.I.II0, ART.M.II.I2		
<ul style="list-style-type: none"> Listen Add micro tiptoe {eighths} in A & flow in B then freeze as <u>letter</u> at end → add macro tiptoe {quarters} in A & flow in B then freeze as <u>number</u> {on numbers → travelling} 		<i>Flow</i> {Word Document} <i>Scarf Dance-flow/dab</i> {Bailey Binder 38} <i>Butterfly-free/bound</i> {Shouldice Major Minor}	Vocabulary Exploration
<ul style="list-style-type: none"> Move to micro in A & do motions in B {walk, hop, sneak, roll, etc.} Learn to sing A Find line/space notes in notation 		Feierabend CD I #1 = free Feierabend CD I #2 = bound	Expression Art Music
<ul style="list-style-type: none"> Move using direct pathways in A & indirect pathways in B → :ll & I play recorder Review A → learn to chant B At :ll, I improvise an 8 count antecedent-consequent melody¹ using puppets Find DO MI SOL patterns on flashcards → add/introduce TI RE FA 		<i>Snowflake</i> {Mileski Movement MMC}	Student-Created
<ul style="list-style-type: none"> Review B with antiphonal chanting → solo/chorus chanting Add improv at :lls → choose S with dots/passable object → S chooses next AB mvmts Decode pitch patterns on basketballs 		<i>Mission Impossible Theme</i> {Krohn Unusual Meter}	Student-Created
<ul style="list-style-type: none"> Review melody with solo/chorus singing Use mvmt from week 3: C shows ABA without cues because I play recorder Decode pitch patterns on flashcards Introduce and practice ASK ME card & distribute printed notation 			Other

¹Use antecedent/consequent text phrases in *Watch Me Moving* {WORD} → I sing antecedent using same melody each time → C/S sings consequent using improvised melody {accompany on ukulele I I I V V V I}

First Grade

Unit Seven¹

As I Looked Out My Window

LSA		Rhythm Patterns	3BI
Create	ART.M.III.2	<i>Improvise dominant patterns in minor tonality</i>	
	ART.M.III.1	Create an accompaniment for a song or chant using pitched and non-pitched instruments	Classroom percussion instruments <u>Hand, Hand, Fingers, Drum</u> <i>Hickory Dickory Dock</i>
Listen	ART.M.III.5	Visually and aurally identify the baritone	

¹Unit Seven is intentionally light. Use this time to complete previous units, work ahead in Unit Eight, and/or supplement with SEL lessons.

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Unit Eight

Hey There Neighbor / Hello Neighbor

LSA		Tonal Patterns	3A2
Perform	ART.M.III.1.2	Use graphic or standard notation to notate melodic patterns in major and minor tonalities	Use worksheets in four separate lessons <ol style="list-style-type: none"> 1. I demo using dots in boxes 2. C notates using dots in boxes 3. I demo using DMS in F+ 4. C notates DMS in F+
	ART.M.III.1.2	Use graphic or standard notation to notate rhythmic patterns in duple or triple meters	Review rhythm reading/chanting prior to dictation → use duple/triple packets <i>Saw Away</i> {Orff MMC 4} <i>Two Little Astronauts</i> {MMC MLT Day} Build/notate rhythms using plastic fruit {du = grapes/orange & du-de = lemons/apples}
	ART.M.I.1.8	Collectively sing and play tonic and dominant accompaniments to familiar songs	<i>Are You Sleeping</i> <i>Bow, Belinda</i>
Create	ART.M.II.1.4	Create a song about community	<i>First Grade Arnold School Song</i> {PDF} <i>Old Joe Clark</i> {DeBoer Programs}
Listen	ART.M.III.1.5	Visually and aurally identify the tuba	
Assess	ART.M.I.1.9	POST-TEST: Utilize standard notation to read rhythms in triple meter	
	ART.M.I.1.4	POST-TEST: Collectively sing in rhythm, on pitch and in tempo with appropriate posture	Echo melodic solfege patterns

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Unit Eight

Ten Little Cardinals		Composition Project		Movement: LOCOMOTION or SHAPE	
Finale	ART.M.I.1.8	<i>First Grade Arnold School Song</i>	ART.M.II.1.4		
<ul style="list-style-type: none"> Listen → tonal solfege → ID major Learn bassline 		X		Locomotion {Word Document} Dice Activity → Add Marbles JRI I: 201 → JRI I: 256	Vocabulary Exploration
<ul style="list-style-type: none"> C = bassline and I = melody Add xylophones to bassline 		X		<i>Movement Combinations</i> {Word, Chappelle CD 2 #8} Brainstorm 16-beat mvmts	Expression Art Music
<ul style="list-style-type: none"> Learn melody Review bassline with xylophones 		<ul style="list-style-type: none"> Discuss project Write line 4 text on paper¹ Compose poem text using template 		<i>Here We Go Riding Our Ponies</i> {Amidon MMC 10}	Student-Created
<ul style="list-style-type: none"> C = melody and I = bassline Gradually split into $\frac{1}{2}$ and $\frac{1}{2}$ Add xylophones Distribute printed notation Introduce and practice ASK ME card 		<ul style="list-style-type: none"> Learn lines 1-3 using chord progression Compose line 4 melody as a class → notate 			Circle Dance
	X	<ul style="list-style-type: none"> Sing entire song over chord progression Perform entire song for teacher 		Freeze Dancing {Chappelle CD 2 #2}	Other

¹ I'm looking forward to ♪♪ ♪♪ ♪♪ ♪