### Use Your Membership Login to Take Advantage of this Resource.

#### Assignment 1.1
**Objective**
1. All Level - Instrument check out to students
2. Introduction/preview video/presentation

**Activities**
1. Check out instrument to students, including time spent on instrument care.
2. Teach procedures for any technology to be used in the first month of school.
3. Students will be introduced to music composition using the Chrome Music Lab.

**Assessment**
- **Review and Look Ahead**

#### Assignment 2.1
**Objective**
1. Starting on instruments

**Activities**
1. Students will learn the do's and don'ts of tuning.
2. Students will create video tutorials on how to care for their instrument using one of the apps/programs introduced the previous week.

**Assessment**
- **Review and Look Ahead**

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**Week Overview**

<table>
<thead>
<tr>
<th>Assignment 1.1</th>
<th>Instrument Check-out / Intro to Composition</th>
<th>Quarter notes &amp; quarter rests; minimal eighth notes; in 4/4</th>
<th>Note names &amp; rhythms</th>
<th>Intro to Music in the Past (MIP)</th>
<th>PDQ Bach - Beethoven Symphony No. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>1. Check out instrument to students, including time spent on instrument care. 2. Teach procedures for any technology to be used in the first month of school. 3. Students will be introduced to music composition using the Chrome Music Lab.</td>
<td>Students will be able to perform by clapping and counting or performing on their instruments basic rhythms in 4/4</td>
<td>Students will count, clap, and label rhythms in 4/4 time signature.</td>
<td>Students will be introduced to Music in the Past (MIP). They will understand how to document their entries. Students will also be shown a brief clip or picture of the MIP for the day.</td>
<td>Students will explore the connection of how classical music can relate to everyday events by watching the video and answering this week's music journal question.</td>
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**Week Overview**

<table>
<thead>
<tr>
<th>Assignment 2.1</th>
<th>Tuning and Caring for your Instrument</th>
<th>Eighth notes, quarter notes, half notes; quarter rests, half rests in 4/4 time</th>
<th>Simple Rhythms in 2/4 &amp; 4/4 time signatures</th>
<th>MIP - Week 2</th>
<th>John Cage: 4'33&quot;</th>
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<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>1. Students will learn the do's and don'ts of tuning. 2. Students will create video tutorials on how to care for their instrument using one of the apps/programs introduced the previous week.</td>
<td>Students will be able to perform by clapping and counting or performing on their instruments basic and intermediate rhythms in 4/4</td>
<td>Students will count, clap, and label rhythms in 2/4 and 3/4 time.</td>
<td>Students will continue to be introduced to MIP events and will listen and/or view items pertaining to the daily MIP. Students will also create a Thinking Map following the guidelines.</td>
<td>Students will explore why John Cage wrote 4'33&quot;.</td>
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<tr>
<th>Sample Lesson</th>
<th>Pedagogy - BAND</th>
<th>Pedagogy - ORCHESTRA</th>
<th>Sight-Reading</th>
<th>Theory</th>
<th>History &amp; Culture</th>
<th>Social-Emotional Learning (SEL)</th>
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### Week Overview

#### Assignment 3.1

**Objective**

1. Starting Curriculum
2. Home Studio Set-up / Rhythm Analysis
3. Bow Technique

- **Home Studio Set-up / Rhythm Analysis**
  - Students will identify and analyze rhythms in various musical examples.

- **Bow Technique**
  - Students will practice proper bow hold and technique.

#### Activities

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#### Resources/Files

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#### Assessment

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#### Review and Look Ahead

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### Week Overview

#### Assignment 4.1

**Objective**

- **Continuous Curriculum/ Establishing Routines**
  - Students will learn how to play their chosen instrument in various musical contexts.

- **Beginning**
  - Students will learn to read and play basic musical notation.

- **Intermediate/Advanced**
  - Students will practice advanced techniques.

#### Activities

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#### Resources/Files

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#### Assessment

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#### Review and Look Ahead

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<table>
<thead>
<tr>
<th>Week Overview</th>
<th>Assignment 5.1</th>
<th>Introduce BandLab / Karate Beads</th>
<th>Rhythms that involve dotted quarter notes or dotted quarter rests in 4/4; rhythms that involve single eighth notes or single eighth rests in 4/4</th>
<th>Baby Steps to Music Theory</th>
<th>MIP - Week 5</th>
<th>O Fortuna or Gopher Tuna?</th>
</tr>
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<tr>
<td>Objective</td>
<td>Continue Curriculum/Prepare Students for Playing Chords</td>
<td>1. Students will learn how to change metronome settings, add a count off and metronome track, and record multiple tracks in BandLab. 2. Students will record and submit performances of Orchestra Karate songs for beads.</td>
<td>Students will be able to apply their competency in the basic dotted quarter + eighth note pattern to a variety of challenging rhythms that involved dotted notes and rests. Students will (unbeknownst) be preparing for reading and performing syncopated rhythms.</td>
<td>Students will name accidentals and scale patterns.</td>
<td>Students will continue to be introduced to MIP events and will listen and/or view items pertaining to the daily MIP.</td>
<td>Students will identify similarities between Latin and English.</td>
</tr>
<tr>
<td>Activities</td>
<td>Choose a resource to use this week.</td>
<td>Continue introducing resources to students.</td>
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<td>Continue using resources to introduce MIP.</td>
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<td>Resources/Files</td>
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## Sample Six Week Lesson Plan: Sample Six Week Lesson Plan

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<th>Objective</th>
<th>The Wonderful World of YouTube</th>
<th>Syncopated rhythms, including rhythms with 8th rests</th>
<th>Baby Steps to Music Theory</th>
<th>MIP - Week 6</th>
<th>Conducting</th>
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<tr>
<td>Curriculum Assessment</td>
<td>1. Discover and use Youtube tutorial videos as a way to self direct learning.</td>
<td>Students will be able to sightread syncopated rhythms in 4/4 or other duple meters with confidence and 70% accuracy on a first try.</td>
<td>Students will label key signatures and identify intervals.</td>
<td>Students will continue to be introduced to MP events and will listen and/or view items pertaining to the daily MP. Students will also create a Timeline following the guidelines. Example of Timeline: [<a href="https://www.google.com/file/d/1P97af-3P79/1bQsE6/">https://www.google.com/file/d/1P97af-3P79/1bQsE6/</a> view/edit?usp=sharing]</td>
<td>Students will identify conducting styles in different conductors.</td>
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