

## CYCLE 3, FIRST QUARTER, LOWER LEVEL

Standards, concepts, objectives, and vocabulary are noted in the individual lesson

### McGraw-Hill Resources: Spotlight on Music

**Lesson:** In the Spotlight, Lesson 1, "Step into the Spotlight"

**Objectives:** The students will learn that music is all around us and that we can be a part of the music.

**Featured Songs:** *Step into the Spotlight*

Use this lesson as presented.

Lesson includes the following materials:

- ♪ SLIDE – POETRY – In the Spotlight Opener
- ♪ iSONG – Step into the Spotlight – using your voice
- ♪ VIRTUAL PERCUSSION – Percussion instruments

Other materials needed:

- ♪ Student anthology or print copy of featured song
- ♪ Print copy of piano accompaniment (the choreographed movement is included in the piano accompaniment)
- ♪ Art supplies: paper, drawing implements, old magazines, etc.

### Hymns, Our Christian Heritage

**Lesson 11:** Take My Life and Let It Be

**Featured Hymn Writer:** Frances Havergal

Materials needed:

- ♪ SDA Hymnal or print copy of featured song for each student (supplied with lesson)
- ♪ Recording of hymn
- ♪ Biography and Review Worksheets on the author (supplied with lesson)

### Playing the Recorder

No lesson this week.

### Extension Activities

*Step into the Spotlight:* Older students may be asked to identify and explain elements in the print music: "syn-co-pa" rhythm, tied notes, whole rests, verse & refrain.

*Take My Life and Let It Be:* Older students may be asked to prepare an arrangement of *Take My Life* to perform for the rest of the students for worship, or for the church congregation in a Sabbath School or worship service. Older students may research the SDA Hymnal to see other hymns that Frances Havergal has written.

### Assessment

Performance, Discussion, Teacher Observation, Teacher-created worksheets

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### McGraw-Hill Resources: Spotlight on Music

**Lesson:** In the Spotlight, Lesson 2 “I’ve Been Workin’ on the Railroad”

**Objective:** The students will learn a song that reflects a time in American history.

**Featured Song:** *I’ve Been Working on the Railroad*

Use this lesson as presented except modify the section “Movement / Choreography.” Use clapping in place of “dancing to lively banjo music.”

Lesson includes the following materials:

- ♪ SLIDE – In the Spotlight Lesson 2
- ♪ iSONG – I’ve Been Workin’ on the Railroad
- ♪ VIRTUAL FRETTED INSTRUMENTS

Other materials needed:

- ♪ Student anthology or print copy of featured song
- ♪ Print copy of piano accompaniment

### The Basics Foundational Learning

Lesson 1 (16 minutes): The students will gain an understanding of basic music concepts to enable them to fully engage in the Spotlight on Music lessons.

### Hymns, Our Christian Heritage

Lesson 11: *Take My Life and Let It Be*. This lesson may be continued or reviewed as time permits.

### Playing the Recorder

No lesson this week.

### Extension Activities

*I’ve Been Workin’ on the Railroad*: Older students may be asked to identify and explain in the print music the following: first and second endings, repeat sign, dotted eighth/sixteenth note rhythm pattern, accidentals, triplets. They may also be asked to learn an accompaniment for the song using guitar, ukulele, autoharp using the chord names shown in the music.

### Assessment

Performance, Discussion, Teacher Observation, Teacher-created worksheets

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### McGraw-Hill Resources: Spotlight on Music

**Lesson:** In the Spotlight, Lesson 4, "Patriotic Medley"

**Objective:** Be introduced to a medley dedicated to America.

**Featured Song:** *Patriotic Medley*

Use this lesson as presented except for the following: modify the section "Movement / Patterned." You may wish to instead march or step in place and wave flags or ribbons.

Lesson includes the following materials:

- ♪ SLIDE – In the Spotlight Lesson 4
- ♪ iSONG – Patriotic Medley

Other materials needed:

- ♪ Student anthology or print copy the featured songs
- ♪ Print copy of piano accompaniment
- ♪ Optional: Flags or ribbons to wave

### The Basics Foundational Learning

Lesson 2 (23 minutes + pipe organ optional videos): The students will gain an understanding of basic music concepts to enable them to fully engage in the Spotlight on Music lessons.

### Hymns, Our Christian Heritage

Lesson 11: *Take My Life and Let It Be*. This hymn may be reviewed as time permits.

### Playing the Recorder

No lesson this week

### Extension Activities

The older students may be assigned to study the origin and traditional usage of the three songs in the *Patriotic Medley*.

The older students may be assigned to do research on the pipe organ and how it compares to the electronic organ. They may also watch more of the pipe organ performances as listed in the links in The Basics, Lesson 2.

### Assessment

Performance, Discussion, Teacher Observation, Teacher-created worksheets

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### McGraw-Hill Resources: Spotlight on Music

**Lesson:** Section 1, Unit 4 Opener “Music on the Go”

**Objective:** Learn the ways in which music can accompany people as they travel about.

**Featured Song:** *Movin’ Right Along*

Use this lesson as presented.

Lesson includes the following materials:

- ♪ SLIDE – Unit 4 – Music on the Go
- ♪ iSONG – Movin’ Right Along
- ♪ PLAYALONG – Movin’ Right Along

Other materials needed:

- ♪ Student anthology or print copy of featured song
- ♪ Print copy of piano accompaniment

**Lesson:** Section 1, Unit 4, L1 “Travel Phrases”

**Objective:** Signal to show identical and similar phrases in a melody.

**Featured Song:** *Stevedore’s Song, Spinning Song, There’s a Little Wheel A-Turnin’ in My Heart*

Use this lesson as presented.

Lesson includes the following materials:

- ♪ SLIDE – Concept Overview – Travel Phrases
- ♪ iSONG – Stevedore’s Song
- ♪ iLISTENING MAP – Spinning Song
- ♪ SLIDE – ACTIVITY – Identical, Similar, Different
- ♪ iSONG – There’s a Little Wheel A-Turnin’ in My Heart
- ♪ SLIDE – ACTIVITY – Identical, Similar, Different

Other materials needed:

- ♪ Student anthology or print copy of featured song
- ♪ Print copy of piano accompaniment
- ♪ Resource Master 4-4

### The Basics Foundational Learning

Lesson 3 (16 minutes): The students will gain an understanding of basic music concepts to enable them to fully engage in the Spotlight on Music lessons.

### Hymns, Our Christian Heritage

Lesson 11: Take My Life and Let It Be. This hymn may be reviewed as time permits.

As you review the hymn with the students, you may add references to singing in *unison*, using their *head voice*, and challenge them to sing *forte* (loud) or *piano* (soft), *legato*, and ask for them to *crescendo* or at certain times. These are terms that they have been learning/reviewing in The Basics Foundational Learning, Lessons 1 and 2.

### Playing the Recorder

No lesson this week.

### Extension Activities

None is provided for this week.

### Assessment

Performance, Discussion, Teacher Observation, Teacher-created worksheets

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### McGraw-Hill Resources: Spotlight on Music

**Lesson:** Section 1, Unit 4, Lesson 2 "One Beat, Four Sounds"

**Objective:** Signal to show aural recognition of four sounds to a beat.

**Featured Song:** *Riding in the Buggy, Polly Wolly Doodle, Spinning Song*

Use this lesson as presented except omit the Language Arts Link. You may also wish to omit the choreography for Polly Wolly Doodle.

Lesson includes the following materials:

- ♪ SLIDE – Concept Overview – One Beat, Four Sounds
- ♪ SLIDE – ART GALLERY – Life in the Country
- ♪ iSONG – Riding in the Buggy
- ♪ PLAYALONG – Riding in the Buggy
- ♪ VIRTUAL PERCUSSION
- ♪ iSONG – Polly, Wolly Doodle
- ♪ VIDEO – Choreography for Polly Wolly Doodle
- ♪ PLAYALONG – Polly Wolly Doodle
- ♪ VIRTUAL MALLET PERCUSSION

Other materials needed:

- ♪ Student anthology or print copy of featured songs
- ♪ Print copy of piano accompaniment
- ♪ Resource Master 4-5

### The Basics Foundational Learning

Lesson 4 (18 minutes): The students will gain an understanding of basic music concepts to enable them to fully engage in the *Spotlight on Music* lessons.

### Hymns, Our Christian Heritage

Lesson 11: Take My Life and Let It Be. This hymn may be reviewed as time permits.

As you review the hymn with the students, you may add references to singing in unison as a group, or as a solo, duet, trio, or quartet using their *head voice*, and challenge them to sing expressively: *forte* (loud) or *piano* (soft), *legato*, and ask for them to *crescendo* or *decrescendo* at certain times. These are concepts and terms that they have been learning/reviewing in The Basics Foundational Learning, Lessons 1, 2 and 3.

### Playing the Recorder

No lesson this week.

### Extension Activities

Students may search the book by Laura Ingalls Wilder to find out where in the story *Polly Wolly Doodle* is sung.

### Assessment

Performance, Discussion, Teacher Observation, Teacher-created worksheets

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### McGraw-Hill Resources: Spotlight on Music

**Lesson:** Section 1, Unit 4, Lesson 3 "Round Goes the Windmill"

**Objective:** Read rhythms containing sixteenth notes.

**Featured Song:** *Riding in the Buggy, J'entends le moulin, There's a Little Wheel A-Turnin' in My Heart, Spinning Song*

Use this lesson as presented.

Lesson includes the following materials:

- ♪ SLIDE – Concept Overview – Round Goes the Windmill
- ♪ iSONG – Riding in the Buggy
- ♪ SLIDE – ART GALLERY – A Field of Tulips
- ♪ SLIDE – LOCATOR MAP - Quebec
- ♪ iPRONUNCIATION – J'entends le moulin
- ♪ iSONG – J'entends le moulin
- ♪ SLIDE – ACTIVITY – Four Sounds on a Beat
- ♪ SLIDE – ACTIVITY – Four Sounds on a Beat (2)
- ♪ SLIDE – ACTIVITY – Write Sixteenth Notes
- ♪ iSONG – There's a Little Wheel A-Turnin' in my Heart

Other materials needed:

- ♪ Student anthology or print copy of featured songs
- ♪ Print copy of piano accompaniment
- ♪ Rhythm sticks
- ♪ Resource Master 4-6

### The Basics Foundational Learning

Lesson 5 (19 minutes): The students will gain an understanding of basic music concepts to enable them to fully engage in the Spotlight on Music lessons.

### Hymns, Our Christian Heritage

No lesson this week.

### Playing the Recorder

No lesson this week.

### Program Preparation

Session 1: Introduce the theme and give an overview of the first semester program.

### Extension Activities

Older students may do research about Quebec. What country is it in and why do the people there speak French?

### Assessment

Performance, Teacher Observation

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### McGraw-Hill Resources: Spotlight on Music

**Lesson:** Section 1, Unit 4, Lesson 4 "Rise Up to High Do"

**Objective:** Signal upon singing high *do* in a melody containing the complete pentatonic scale.

**Featured Song:** *Riding in the Buggy, Rise Up Singin', Shalom Chaveyrim*

Use this lesson as presented.

Lesson includes the following materials:

- ♪ SLIDE – Concept Overview – Rise Up Singin'
- ♪ iSONG – Riding in the Buggy
- ♪ iSONG – Rise Up Singin'
- ♪ SLIDE – ACTIVITY – Rising Pitch
- ♪ SLIDE – ACTIVITY – Low do and high do
- ♪ SLIDE – ACTIVITY – Pitch Stairs: Low So – High Do
- ♪ SLIDE – PITCH SOUNDS AND SYMBOLS
- ♪ SLIDE – ACTIVITY – D Pentatonic Scale
- ♪ VIRTUAL MALLET PERCUSSION
- ♪ SLIDE – LOCATOR MAP – Israel
- ♪ iSONG – Shalom Chaveyrim

Other materials needed:

- ♪ Student anthology or print copy of featured songs
- ♪ Print copy of piano accompaniment
- ♪ Resource Masters 4-7, 4-8, S-9, R-5, S-5
- ♪ Instruments: pitched instruments

### The Basics Foundational Learning

Review using The Basics Flash Cards. You may also use the following materials to help students build music literacy skills: Rhythm Challenge 1, Naming Line Notes and Naming Space Notes worksheets.

### Hymns, Our Christian Heritage

No lesson this week.

### Playing the Recorder

No lesson this week.

### Program Preparation

Session 2: Begin teaching repertoire for the first semester program.

### Extension Activities

Older students often enjoy the challenge of increasing their speed at doing note drills such as are supplied in The Basics resources. Challenge them to correctly complete each note naming worksheet in 1 minute or less. Then challenge them to aim for 40 seconds, then 30 seconds. Students may earn certificates that are included in The Basics materials.

### Assessment

Performance, Discussion, Teacher Observation, Teacher-created worksheets

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### McGraw-Hill Resources: Spotlight on Music

**Lesson:** Section 1, Unit 4, Lesson 5 “A Trip to Norway”

**Objective:** Move to show the AABAA form of a listening selection.

**Featured Song:** *Riding in the Buggy, Herr kommer vennen min, Oleanna, Norwegian Dance*

Use this lesson as presented. Omit “Move” videos for *Herr kommer vennen min*. Do not use the optional song, *The Addams Family Theme*

Lesson includes the following materials:

- ♪ SLIDE – CONCEPT OVERVIEW – A Trip to Norway
- ♪ iSONG – Riding in the Buggy
- ♪ SLIDE – ART GALLERY – Hardanger Fjord
- ♪ SLIDE – LOCATOR MAP – Norway and Sweden
- ♪ SLIDE – GLOBAL VOICES – Her kommer vennen min
- ♪ SLIDE – GLOBAL VOICES – Her kommer vennen min (2 videos)
- ♪ SLIDE – Pronunciation – Her kommer vennen min (2 videos)
- ♪ iSONG – Oleanna
- ♪ SLIDE – LISTENING – Norwegian Dance
- ♪ SLIDE – ACTIVITY – Write Rhythm Patterns

Other materials needed:

- ♪ Student anthology or print copy of featured songs
- ♪ Print copy of piano accompaniment

### The Basics Foundational Learning

Review using The Basics Flash Cards. You may also use the following materials to help students build music literacy skills: Rhythm Challenge 2, Naming Line & Space Notes, Treble Clef Spelling Words, and Naming Middle C & D.

### Hymns, Our Christian Heritage

No lesson this week.

### Playing the Recorder

No lesson this week.

### Program Preparation

Session3: continue program preparation.

### Extension Activities

Older students may research Norway and Sweden. In what ways are those countries different from North American countries?

### Assessment

Performance, Discussion, Teacher Observation, Teacher-created worksheets



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### McGraw-Hill Resources: Spotlight on Music

**Lesson:** Section 1, Unit 4, Lesson 6 “Melodies in Motion”

**Objective:** Move to show identification of repeated tones, steps, skips, and leaps

**Featured Song:** *Riding in the Buggy, Jasmine Flower*

Use this lesson as presented except omit all activities for Pay Me My Money Down.

Lesson includes the following materials:

- ♪ SLIDE – CONCEPT OVERVIEW – Melodies in Motion
- ♪ iSONG – Riding in the Buggy
- ♪ SLIDE – LOCATOR MAP - China
- ♪ iSONG – Jasmine Flower
- ♪ iPRONUNCIATION – Jasmine Flower
- ♪ SLIDE – ACTIVITY – Learn about the Erhu
- ♪ SLIDE – THINK! Compare Erhu to Violin
- ♪ PLAYALONG – Jasmine Flower
- ♪ VIRTUAL MALLET PERCUSSION
- ♪ VIRTUAL PERCUSSION
- ♪ SLIDE – ACTIVITY – Melody Movement
- ♪ SLIDE - ACTIVITY – Steps, Skips, Leaps and Repeats

Other materials needed:

- ♪ Student anthology or print copy of featured songs
- ♪ Print copy of piano accompaniment
- ♪ Alto metallophone, finger cymbals, drums, other pitched instruments
- ♪ Resource Masters 4-9

### The Basics Foundational Learning

The Basics Final Review will the foundational learning lessons.

### Hymns, Our Christian Heritage

No lesson this week.

### Playing the Recorder

No lesson this week.

### Program Preparation

Session 4: Continue program preparation.

### Extension Activities

Older students may research recent and current events in China. What are major differences between China and the USA?

### Assessment

Performance, Discussion, Teacher Observation, Teacher-created worksheet