

Teacher: Mr. W. Taylor  
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Barack Obama School

**10-Day Emergency Instructional Plan #3– Grades 1-6**

Music	April 20, 2020	April 21, 2020	April 22, 2020	April 23, 2020	April 24, 2020
<b>Grade 1</b>	Create (2) of your own rhythms using PIE, APPLE and SH. Write them using the symbols we learned in class. Perform them for your parents and explain to them why you clap faster, slower or don't clap at all.	Create (2) of your own rhythms using PIE, APPLE and SH. Write them using the symbols we learned in class. Perform them for your parents and explain to them why you clap faster, slower or don't clap at all.			Follow the link to classics for kids and complete the Match the Rhythm game using your knowledge of PIE, APPLE and SH as we learned in class.
<b>Grade 2</b>	Create (2) of your own rhythms using PIE, APPLE and SH. Write them using the symbols we learned in class. Perform them for your parents and explain to them why you clap faster, slower or don't clap at all.	Create (2) of your own rhythms using PIE, APPLE and SH. Write them using the symbols we learned in class. Perform them for your parents and explain to them why you clap faster, slower or don't clap at all.		Follow the link to classics for kids and complete the Match the Rhythm game using your knowledge of PIE, APPLE and SH as we learned in class.	
<b>Grade 3</b>	Create (2) of your own rhythms using PIE, APPLE and SH. Write them using the symbols we learned in class. Perform them for your parents and explain to them why you clap faster, slower or don't clap at all.	Follow the link to classics for kids and complete the Match the Rhythm game using your knowledge of PIE, APPLE and SH as we learned in class.	Follow the link to classics for kids and complete the Match the Rhythm game using your knowledge of PIE, APPLE and SH as we learned in class. There will be a different set of rhythms than last lesson.	Create (2) of your own rhythms using PIE, APPLE and SH. Write them using the symbols we learned in class. Perform them for your parents and explain to them why you clap faster, slower or don't clap at all.	Create (2) of your own rhythms using PIE, APPLE and SH. Write them using the symbols we learned in class. Perform them for your parents and explain to them why you clap faster, slower or don't clap at all.
<b>Grade 4</b>				Follow the link to classics for kids and click on the link in the Red Zone for "Be A Musical Explorer". Then, click on "A Composer Leads the Way" and follow the directions. Complete the activity sheet by printing it out or writing your answers on a piece of paper or in your notebook.	Follow the link to classics for kids and click on the link in the Red Zone for "Be A Musical Explorer". Then, click on "A Composer Leads the Way" and follow the directions. Complete the activity sheet by printing it out or writing your answers on a piece of paper or in your notebook.
<b>Grade 5</b>			Follow the link to classics for kids and click on the link in the Red Zone for "Be A Musical Explorer". Then, click on "A Composer Leads the Way" and follow the directions. Complete the activity sheet by printing it out or writing your answers on a piece of paper or in your notebook.		Follow the link to classics for kids and click on the link in the Red Zone for "Be A Musical Explorer". Then, click on "A Composer Leads the Way" and follow the directions. Complete the activity sheet by printing it out or writing your answers on a piece of paper or in your notebook.
<b>Grade 6</b>	Follow the link to classics for kids and click on the link in the Red Zone for "Be A Musical Explorer". Then, click on "A Composer Leads the Way" and follow the directions. Complete the activity sheet by printing it out or writing your	Follow the link to classics for kids and click on the link in the Red Zone for "Be A Musical Explorer". Then, click on "A Composer Leads the Way" and follow the directions. Finish the work from yesterday or choose a new composer. Complete the activity sheet by printing it		Follow the link to classics for kids and click on the link in the Red Zone for "Be A Musical Explorer". Then, click on "A Composer Leads the Way" and follow the directions. Complete the activity sheet by printing it out or writing your	

answers on a piece of paper or in your notebook.	out or writing your answers on a piece of paper or in your notebook.		answers on a piece of paper or in your notebook.	
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**10-Day Emergency Instructional Plan #2– Grades 1-6**

Music	April 27, 2020	April 28, 2020	April 29, 2020	April 30, 2020	May 1, 2020
<b>Grade 1</b>	Follow the link to classics for kids and complete the Match the Rhythm game using your knowledge of PIE, APPLE and SH as we learned in class.	Follow the link to classics for kids and complete the Match the Rhythm game using your knowledge of PIE, APPLE and SH as we learned in class. There will be a different set of rhythms than last lesson.			Follow the link to classics for kids and make music with Compose Your Own Music game using your knowledge of PIE, APPLE and SH as we learned in class. There are also two new rhythms, the Half Note which looks like a “d” and the Half Rest which looks like a hat.
<b>Grade 2</b>	Follow the link to classics for kids and complete the Match the Rhythm game using your knowledge of PIE, APPLE and SH as we learned in class.	Follow the link to classics for kids and complete the Match the Rhythm game using your knowledge of PIE, APPLE and SH as we learned in class. There will be a different set of rhythms than last lesson.		Follow the link to classics for kids and make music with Compose Your Own Music game using your knowledge of PIE, APPLE and SH as we learned in class. There are also two new rhythms, the Half Note which looks like a “d” and the Half Rest which looks like a hat.	
<b>Grade 3</b>	Follow the link to classics for kids and make music with Compose Your Own Music game using your knowledge of PIE, APPLE and SH as we learned in class. There are also two new rhythms, the Half Note which looks like a “d” and the Half Rest which looks like a hat. Use only the notes B, A and G like we do in class. Write down your music on a sheet of paper the same way it looks on the screen.	Follow the link to classics for kids and make music with Compose Your Own Music game again and compose a different piece of music using only the notes B, A, G. Write down your music on a sheet of paper the same way it looks on the screen.	Follow the link to classics for kids and make music with Compose Your Own Music game again and compose a different piece of music using only the notes B, A, G. Write down your music on a sheet of paper the same way it looks on the screen. Re-write all three pieces of music that you wrote this week and then try to play them as one song on the recorder.	Follow the link to classics for kids and make music with Compose Your Own Music game using your knowledge of PIE, APPLE and SH as we learned in class. There are also two new rhythms, the Half Note which looks like a “d” and the Half Rest which looks like a hat. Use only the notes B, A and G like we do in class. Write down your music on a sheet of paper the same way it looks on the screen.	Follow the link to classics for kids and make music with Compose Your Own Music game using your knowledge of PIE, APPLE and SH as we learned in class. There are also two new rhythms, the Half Note which looks like a “d” and the Half Rest which looks like a hat. Use only the notes B, A and G like we do in class. Write down your music on a sheet of paper the same way it looks on the screen.
<b>Grade 4</b>				Complete the worksheets in Music Basics #2. Relate the information to the songs that we have been singing in class. Label the names (A, B, C, D, E, F, or G) of all notes in measures 5-12 of our song.	Complete the worksheets in Music Basics #2. Relate the information to the songs that we have been singing in class. Label the names (A, B, C, D, E, F, or G) of all notes in measures 5-12 of our song.

<b>Grade 5</b>			<p>Complete the worksheets in Music Basics #3.          Relate the information to the songs that we have been singing in class.          Label the names (A, B, C, D, E, F, or G) of all notes in measures 13-24 of our song.</p>		<p>Complete the worksheets in Music Basics #3.          Relate the information to the songs that we have been singing in class.          Label the names (A, B, C, D, E, F, or G) of all notes in measures 13-24 of our song.</p>
<b>Grade 6</b>	<p>Follow the link to classics for kids and click on the link in the Red Zone for “Be A Musical Explorer”. Then, click on “A Composer Leads the Way” and follow the directions. Finish the work from last week. Research (2) new about each composer you chose that are not listed in the exercises and write them by your other work for those composers.</p>	<p>Follow the link to classics for kids and click on the link in the Red Zone for “Be A Musical Explorer”. Then, click on “A Composer Leads the Way” and follow the directions. Finish the work from yesterday or choose a third new composer. Complete the activity sheet by printing it out or writing your answers on a piece of paper or in your notebook.</p>		<p>Follow the link to classics for kids and click on the link in the Red Zone for “Be A Musical Explorer”. Then, click on “A Composer Leads the Way” and follow the directions. Finish the work from yesterday or choose a new composer. Complete the activity sheet by printing it out or writing your answers on a piece of paper or in your notebook.</p>	