Lessons Plan

Greed 1

Period	1	2	3	4	5	6	7
Sun							
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The voices

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Strand	Listening	Indicator	Students will be able to listen to and identify simple features of music.	Key vocabulary
Content	Identify musical features in a range of different music.			The voices. Living creatures Non-living things. Musical voices. Non-musical

By the end of this lesson the students should be able to :

1- Awareness the importance of hearing to hear and distinguish voices.
2- Knowledge the Vocabulary of language of some of the names of the voices.
3- Distinguish the voice of the living creatures and non-living things.
4- Distinguish musical voices and non-musical.

Start	Resources (Including ICT)
1- The teacher tells an interesting and a suitable short story which some mention of amphetamine voice of the environment surrounding the students. 2- Explain the purpose of the lesson.	The key board Some pictures Data show Computer

Teaching and learning (Including assessment opportunities)

Teacher Activities	Students Activities	Differentiation
1- Displays the photos that indicate voices. 2- Explains that there are several types of voices (living-non-living),(human-non-human),(Musical- Non-musical). 3- Uses Cooperative learning in the classroom to classify groups of images, according to nature of sources.	1- Watch some photos that indicate the sources of different voices. 2- listen to audio samples of all voices contained in the lesson 3- Imitate some of the voices of living creatures have heard. 4- Answer the questions found in the student's book. 5- Collect pictures of the non-living creatures that make musical sounds.	Helping slow learners.

Lesson Evaluation	Conclusion	Homework
	1- Providing a summary of the lesson and discussing the students regarding its content 2- Follows-up on the students corrects their answers and uses Methods of boosting.	

Period	1	2	3	4	5	6	7
Sun.							
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In The Music Room

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strand	*Performing*	Indi cator	*Perform music by singing, playing and moving.*	Key vocabulary
Content	*Sing songs and develop a sense of beat, pitch, ton color and structure.*			*Music Instruments Types of notes The music bands*

By the end of this lesson the students should be able to :

Breathe properly during reading or singing.
Sing well individually and groups.
Identify the contents of music room and preserve the contents of it.
Sing the new song with moving.

Start	Resources (including ICT)
Recap on The objectives of the lesson Ask students about the contents of their class room and the music room.	*Computer Data show white board Some pictures*

Teaching and learning (Including assessment opportunities)		Differentiation
Teacher Activities	Student Activities	
1- Designs a presentation about the anthem. 2- Asks students what they thought of the anthem and the meaning of its words. 3- Chooses the right student to start singing individually, followed by his colleagues. 4- Makes sure that students understood each section of the anthem clips.	1-Preserve the contents of the music room. 2- Participate in rearranging some of musical instruments in the music room. 3- Sing warm up and the song. 4- Avoid shouting and screaming during singing. 5- Sing the anthem, accompanied by musieal instrument.	

Lesson Evaluation	Conclusion	Homework
	1- Direct questions to students about the contents of music room. 2- Observes the behavior of students while dealing with the contents of music room.	

Mozart

Period	1	2	3	4	5	6	7
Sun							
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Strand	*Listening*	Indicator	*Students will be able to listen to and identify simple features of music.*	Key vocabulary
Content	*Listen to a range of music and talk about its function.*			***Genius - Opera Piano - Caesar Symphony***
By the end of this lesson the students should be able to : 1- Students know a small part about the life of composer Mozart. 2- Knows some names of world Music templates.				
Start				Resources (including ICT)
1- Explain the purpose of the lesson. 2- The teacher tells about Childhood creations. 3- Tells a story of one Arab personalities and national history considered as a genius.				***The key board Some pictures Data show Computer***
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Students Activities		
1- Begins the lesson playing one of Mozart's works. 2-Heard the students examples of Mozart's familiar music. 3- Asks students some questions. 4- The teacher tells the story of Mozart in an interesting way		1- Listen to playing one of Mozart's works. 2- Answers to the questions of the teacher. 3- Answer the questions found in the student's book. 4- Listen to the story of Mozart. 5- Singing a piece of Mozart's way Groans.		Differentiation
Lesson Evaluation		Conclusion		Homework
		1- Providing a summary of the lesson and discussing the students regarding its content 2- The student explains the components of the photos of the story by his style (way). 3- Ask the student some of the terms contained in the story		

Period	1	2	3	4	5	6	7
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The Type of Note ♩

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Strand	Performing	Indicator	Perform music by singing, playing and moving.	Key vocabulary
Content	Sing songs and develop a sense of beat, pitch, ton color and structure.			

By the end of this lesson the students should be able to :

1- Distinguish between the regular rhythm and irregular one.
2- Read, write and play the type of note. ♩
3- Sing the new song with moving.

Start	Resources (including ICT)
1- Explain the purpose of the lesson. 2- The teacher Gives the students an idea about the anthem and raises some questions about it.	The key board Some types of notes Data show Computer

Teaching and learning (Including assessment opportunities)		Differentiation
Teacher Activities	Students Activities	
1- Sing the song alone with the music. 2-The teacher helps students memorize passages of the anthem. 3- Clarify the meaning of time. 4- Explain the formation of a type ♩ 5- Teacher required from students performs ♩ accompanied by the piano.	1- Sing anthem in conformity with the degree of vocal melody. 2- Sing warm up, and then read anthem words. 3- Sing anthem together with the music and moving. 3- Students should know the type of note through playing it. 4- Students color the type of note ♩ and write it on the white board and in the textbook. 5- Answer to the questions of the book	Helping slow learners.

Lesson Evaluation	Conclusion	Homework
	1- Follow-up students answers and correct errors. 2- Listen to the individual singing of the anthem and correct errors. 3- Providing moral support thanks to the distinct. 4- Providing material support degrees	

Period	1	2	3	4	5	6	7
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The Staff and the Treble Clef

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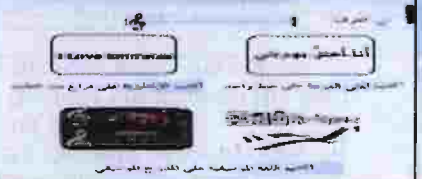
Strand	Listening	Indicator	Students will be able to listen to and identify simple features of music.	Key vocabulary
Content	Identify musical features in a range of different music.			The Staff The Treble Clef The Note Sol Parallel lines

By the end of this lesson the students should be able to :

1- Know the meaning of the Staff.
2- Discriminate method of writing the musical language
3- Knowledge the importance of the Treble clef.
4- Discriminate the tone of the voice(Sol).



Start	Resources (including ICT)
1- Explain the purpose of the lesson. 2- -The teacher explains to students that all people of different language and each language characters and wordsand the way of writing then explains that music is the language of a unified world.	The white board The key board Data show Computer

Teaching and learning (Including assessment opportunities)

Teacher Activities	Students Activities	Differentiation
1- Discusses the students in the content of images. 2- Explains the components of the music Staff.	1- Know that the Treble Clef, how to draw it and its location on thestaff. 2- Approve the Treble Clef among the types of	

Strand	*Listening*	Indicator	*Students will be able to listen to and* identify simple features of music.	Key vocabulary
3- Presents the Treble clef picture and explain its importance and place of drew on the staff. 4-Tells the students about the tone of Sol and where the name came.		the note. 3- Draw a pen and Procedure staff lines 4- Students called the Treble Clef. 5- Identify the right place to draw the Treble Clef on the staff 6- Read the tone sol through the staff. 7- Drew the tone solon the staff		*Helping slow learners.*
Lesson Evaluation		Conclusion		Homework
		1- Follow-up on the students corrects their answers and uses Methods of boosting. 2- Test the students understanding of the lesson through oral questions.		

Period	1	2	3	4	5	6	7
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The Musical Alphabet

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Strand	Performing	Indicator	Recognize some musical features of the music they perform.	Key vocabulary
Content	Move to music, keeping a regular beat and recognizing structure and changes in pitch.			1- The Musical Alphabet. 2- The Note Mi.

By the end of this lesson the students should be able to :

1- Know the letters of the musical alphabet.
2- Know the notes places on the staff.
3- Reading a musical exercise contains only four notes.
4- Distinguish the voice of the note Mi.

Start	Resources (including ICT)
1- Explain the purpose of the lesson. 2- Students begin the lesson by singing Arabic alphabet letters and then singing the English language alphabet letters and after that conclude singing the musical language alphabet letters.	The key board Data show Computer

Teaching and learning (Including assessment opportunities)

Teacher Activities	Students Activities
1- Presents the Letters in Arabic, English and music languages .	1- Called the musical language letters.

Differentiation

Strand	*Performing*	Indicator	*Recognize some musical features of the music they perform.*	Key vocabulary
2- Explains the places of all the notes on the staff. 3-Sings the songs and plays key board. 4-Asks the students some questions about the lesson. 5- Correct errors. 6- Divided the class into groups.		2- Distinguish the way of writing the musical language. 3- Arrange the musical letters according to the musical alphabet. 4- Come to the blackboard to put a sign on the line or the space that the teacher mentioned the name of tone. 5- Classified the letters, which is located on the staff lines and the letters, which is located in the staff peaces. 6- Listen to the tone of voice Me then sing the notes (Me - Sol).		*Helping slow learners.*
Lesson Evaluation		Conclusion		Homework
		1- Follow-up students answer and correct errors. 2- Listen to the students singing and Corresponds to the performance 3- Promotes students answers.		

Period	1	2	3	4	5	6	7
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The Triangle Instrument

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Strand	Performing	Indicator	Perform music by singing, playing and moving.	Key vocabulary
Content	Play music, using body percussion instruments and other means of making sound to explore the concepts of duration, dynamics, ton color and structure.			Tournament The Triangle 

By the end of this lesson the students should be able to :

1- Play the triangle properly.
2- Distinguish the Triangle voice instrument.
3– Sing the anthem from memory.

Start		Resources (including ICT)
1- Explain the purpose of the lesson. 2- Give students clear idea on the subject of anthem by an exciting story 3- The teacher puts the Triangle closed box and let students discover What's in the fond.		The key board Data show Computer Textbook
Teaching and learning (Including assessment opportunities)		
Teacher Activities	Students Activities	
1- Shows the triangle and the right way to catch it. 2- Plays the triangle as an explanatory model for students. 3- Plays the note Me and requests of the students recalled it from memory. 4- Presents the musical exercise contains the notes Mi and Sol and requests of the students read it. 5-Plays and sings the anthem.	1- Called The Triangle instrument and composition. 2- Holding triangle instrument correctly. 3- Sing warm up. 4- Reading the musical exercise and playing the note Me Triangle. 5- Sing anthem in groups with the playing triangle instrument.	Differentiation Helping slow learners.
Lesson Evaluation	Conclusion	Homework
	1- Follow-up on the students corrects their playing and 2- Listen to the singing of the students to realize matching of song. 3- Follow-up the Students performed and corrects their mistakes.	

Period	1	2	3	4	5	6	7
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The Quarter Rest 

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Strand	*Listening*	Indicator	*Students will be able to listen to and identify simple features of music.*	Key vocabulary
Content	*Listen to a range of music and talk about its function.*			

By the end of this lesson the students should be able to :

1-Know the symbol code of the quarter rest.
2- Read the musical exercise and take into account the silence while the sign of silence
3- Compose small musical exercise.

Start	Resources (including ICT)
1- Explain the purpose of the lesson. 2- The teacher presents the musical exercise in which the quarter rest and let the students ask what is this.	***The white board*** ***The key board*** ***Data show*** ***Computer*** ***Textbook***

Teaching and learning (Including assessment opportunities)		Differentiation
Teacher Activities	Students Activities	
1- Discusses the students in the content of images. 2- Explains to students the benefit of the quarter rest and Shows the value of time. 3- Reads the musical exercises to show them to students.	1- Recall the time value of the quarter rest. 2-Read the musical exercise Committed to Unit of time to the quarter note and quarter rest. 3- Play musical exercise contains of a quarter rest on the Triangle. 4- Write a rhythmic sentence containing a quarter rest and quarter note.	***Helping slow learners.***

Lesson Evaluation	Conclusion	Homework
	1- Follows-up on the students corrects their answers and uses Methods of boosting. 2- Test the students understanding of the lesson through oral questions.	

Period	1	2	3	4	5	6	7
Sun. Mon.							
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The Note Do

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Strand	Listening	Indicator	Students will be able to listen to and identify simple features of music.	Key vocabulary
Content	Identify musical features in a range of different music.			The Note Do The leger line

By the end of this lesson the students should be able to :

1- Acquire the New foreign vocabulary.
2- Commit to the grades of the vocal melody.
3- Perform various tones in singing.
4- Know about the leger line that exists at the bottom.
5- Write down the musical score on the staff

Start

3- Explain the purpose of the lesson.
2- The teacher enters into the students on the topic of anthem.
3- Unleash the students to express their feelings.
4 - The teacher presents a note Do and let the students explore the leger line.

Resources (including ICT)

The white board
The key board
Sound cards
Data show
Computer

Teaching and learning (Including assessment opportunities)

Teacher Activities	Students Activities
1- The teacher reads the anthem first and then playing and singing it. 2-Requests of the students heading anthem. 3- Explains the anthem. 4- Explainsthe need for an additional distance and lines of the staff.	1- Maintain the unit of time in the performance of anthem 2- Simulate the tone of voice Do. 3- Identify the Central location of the note do of the staff. 4- Students accompanied the singing by playing the drum and triangle instruments. 5- Extract the note do card of the sound cards. 6- Commit to the grades of the vocal melody.

Differentiation

Helping slow learners.

Lesson Evaluation	Conclusion	Homework
	1- The teacher asks the students orally on the location of the note do. 2- Students sing anthem after hearing the introductory music played.	

The note Do is in the Leger line under the staff.

Leadership

Period	1	2	3	4	5	6	7
Sun.							
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Strand	*Performing*	Indicator	*Recognize some musical features of the music they perform.*	Key vocabulary
Content	*Use basic elements of musical concepts in their singing, playing and moving activities.*			*Leadership* 

By the end of this lesson the students should be able to :

1-Explain some of the references of the specific meaning

2- Know models of the leaders of technical teams of music.

Start	Resources (including ICT)
1- Explain the purpose of the lesson. 2- The teacher uses brainstorming and asks students: If the army entered the battle without a leader, or a football team play games without a leader, or a class without a teacher, expect what is going on?	*The key board* *Data show* *Computer* *Video*

Teaching and learning (Including assessment opportunities)		Differentiation
Teacher Activities	**Students Activities**	*Helping slow learners.*
1- Presents the images of the references in the lesson and asks students to read it. 2- Discusses the Students in the meaning of each reference and asks them for other examples. 3- Discusses Students in the concept of leadership and the role of commander in the success of the work. 4- Presents the film of the musical examples of the band with their leaders.	1- Implement some of the orders by reference. 2- Student Leads his group through the collaborative learning activities. 3- Represents the roles of leaders in different work areas of life. 4- One of the students leading during the class into the music education room.	

Lesson Evaluation	Conclusion	Homework
	1- Follow-up the students answer and correct errors. 2- Promotes students answers. 3- The students sing a song and the teacher Listen to them singing and Corresponds to the performance	

Greed 2

Leadership

Period	1	2	3	4	5	6	7
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Strand	*Performing*	Indicator	*Recognize some musical features of the music they perform.*	Key vocabulary
Content	*Use basic elements of musical concepts in their singing, playing and moving activities.*			*Leadership* 

By the end of this lesson the students should be able to :

1-Explain some of the references of the specific meaning

2-Know models of the leaders of technical teams of music.

Start	Resources (including ICT)
1- Explain the purpose of the lesson. 2- The teacher uses brainstorming and asks students: If the army entered the battle without a leader, or a football team play games without a leader, or a class without a teacher, expect what is going on?	*The key board* *Data show* *Computer* *Video*

Teaching and learning (Including assessment opportunities)		Differentiation
Teacher Activities	**Students Activities**	
1- Presents the images of the references in the lesson and asks students to read it. 2- Discusses the Students in the meaning of each reference and asks them for other examples. 3- Discusses Students in the concept of leadership and the role of commander in the success of the work. 4- Presents the film of the musical examples of the band with their leaders.	1- Implement some of the orders by reference. 2- Student Leads his group through the collaborative learning activities. 3- Represents the roles of leaders in different work areas of life. 4- One of the students leading during the class into the music education room.	*Helping slow learners.*

Lesson Evaluation	Conclusion	Homework
	1- Follow-up the students answer and correct errors. 2- Promotes students answers. 3- The students sing a song and the teacher Listen to them singing and Corresponds to the performance	

Period	1	2	3	4	5	6	7
Sun.							
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Sing a Song

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Strand	*Performing*	Indicator	*Perform music by singing, playing and moving.*	Key vocabulary
Content	*Move to music keeping a regular beat, identifying structure and changes in pith and dynamics.*			
By the end of this lesson the student should be able to : Sing the national anthem, accompanied by musical instrument. Students learn about the components of the staff. Students recognize the musical score.				
Start				Resources (including ICT)
• Explain the purpose of the lesson. • A warm up.				*The Computer, key board and Data show*
Teaching and learning (Including assessment opportunities)				
Teacher Activities	Student Activities			
1- Read the words of the anthem. 2- Play keyboard. 3- Sing the song with the students. 4- Ask the students some questions about the lesson. 5- Correct mastics.	1- Students sing warm up. 2- Students read the words of the anthem part by part after the teacher. 3- Students sing the anthem with music. 4- Students play band instruments. 5- Students write down the musical scores on the staff.			Differentiation *Helping slow learners.*
Lesson Evaluation	Conclusion			Homework
	Teacher assesses the students' performance and progression.			

Period	1	2	3	4	5	6	7
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Sing a Song

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Strand	*Performing*	Indicator	*Perform music by singing, playing and moving.*	Key vocabulary
Content	*Move to music keeping a regular beat, identifying structure and changes in pith and dynamics.*			

By the end of this lesson the student should be able to :

Sing the national anthem, accompanied by musical instrument.
Students learn about the components of the staff.
Students recognize the musical score.

Start

- Explain the purpose of the lesson.
- A warm up.

Teaching and learning (Including assessment opportunities)

Teacher Activities	Student Activities
1- Read the words of the anthem. 2- Play keyboard. 3- Sing the song with the students. 4- Ask the students some questions about the lesson. 5- Correct mastics.	1- Students sing warm up. 2- Students read the words of the anthem part by part after the teacher. 3- Students sing the anthem with music. 4- Students play band instruments. 5- Students write down the musical scores on the staff.

Resources (including ICT)

The Computer, key board and Data show

Differentiation

Helping slow learners.

Lesson Evaluation	Conclusion	Homework
	Teacher assesses the students' performance and progression.	

Period	1	2	3	4	5	6	7
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Compose a Small Musical Exercise

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Strand	composing	Indicator	Notate their ideas using symbols.	Key vocabulary
Content	Organize their own musical ideas into simple compositions.			

By the end of this lesson the students should be able to :

Write and read the types of the notes correctly after listening to the beat.

- Composing small exercise.

Start	Resources (including ICT)
• Explain the purpose of the lesson. • Listen to the music and warm up.	some types of the notes The white boards The key board Data show Computer Timer

Teaching and learning (Including assessment opportunities)

Teacher Activities	Students Activities	Differentiation
• Divided the classroom into five groups. • Help the students how to write the notes. • Using resources appropriate for the lesson. • Check in the students answer.	• Arrange groups of students. • Listen to the music and then sing warm up and the song. • Write and read the types of the notes. • Try to compose small exercise.	

Lesson Evaluation	Conclusion	Homework
	• Listen to the students composing. • Assessment of students. • The students keep their groups for next lesson	

Period	1	2	3	4	5	6	7
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Play a Game

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Strand	*Performing*	Indicator	*Recognize musical features of the music they perform.*	Key vocabulary
Content	*Sing and play simple patterns and accompaniments while keeping a steady tempo.*			
By the end of this lesson the student should be able to : Sing The new song with music and moving. Compare between the strong and weak beating. Play a game and sing the word's it. Students link between the rhythm and playing.				
Start				Resources (including ICT)
• Recap on objectives. • Worm up. • Sing (Good morning) song.				*Computer* *key board* *Data show*
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Students Activities		Differentiation
• Playing voice training. • Sing (Good morning) song with the students. • Explain the game's steps. • Observe the students.		• Sing the warm up then Good morning) song. • Sing the new song. • Answer the questions. • Play a game. • Compare between the strong and weak beating.		*Helping slow learners.* *Follow up of talented students.*
Lesson Evaluation		Conclusion		Homework
		• Students Evaluation.		

Period	1	2	3	4	5	6	7
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Reading and playing

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Strand	Listening	Indicator	Explain likes and dislikes and give reasons for their choices.	Key vocabulary
Content	Recognize and explain their preference for particular pieces of music and styles of music.			

By the end of this lesson the student should be able to :

- Sing the song.
- Read the musical exercise after listening to the music.
- Play band instruments with reading.

Start	Resources (including ICT)
• Explain the purpose of the lesson. • A warm up. • Sing the old songs.	Computer Data show The key board

Teaching and learning (Including assessment opportunities)

Teacher Activities	Students Activities	Differentiation
• Play keyboard. • Sing with the students. • Show them the exercises. • Arrange groups of students. • Observe the students.	• Divide the class room into groups. • Sing the songs. • Answer the questions. • Write the notes. • Read the exercises. • Try to play band instruments.	Helping slow learners.

Lesson Evaluation	Conclusion	Homework
	• Assess students learning.	

Period	1	2	3	4	5	6	7
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Compose a Small Song

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Strand	composing	Indicator	Improvise, experiment, select and combine musical ideas into simple.	Key vocabulary
Content	Improvise and explore musical ideas based on rhythmic or melodic patterns.			

By the end of this lesson the students should be able to :

- Students should differentiate between the types of notes.
- Composing small song.

Start	Resources (including ICT)
• Explain the purpose of the lesson. • Warm up.	some types of the notes The white boards The key board Data show Computer Timer

Teaching and learning (Including assessment opportunities)

Teacher Activities	Students Activities	Differentiation
• Divided the classroom into groups. • Help the students to answer the questions. • Explain how to compose a new song. • Check in the students composing.	• Arrange groups of students. • Sing warm up and the song. • Answer the questions. • Read the types of the notes. • Try to compose a small song.	

Lesson Evaluation	Conclusion	Homework
	• Listen to the students composing. • Assessment of students.	

Period	1	2	3	4	5	6	7
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Review

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Strand	Performing	Indicator	Recognize musical features of the music they perform.	Key vocabulary
Content	Play short rhythm patterns to accompany a song or a piece of music.			
By the end of this lesson the students should be able to : Sing the new song with music and moving. Accustomed to the proper status during the singing. Sing well with the group and individually.				

Start	Resources (including ICT)
Recap on objectives. Worm up. Sing (Good morning) song.	Computer The key boards Data show

Teaching and learning (Including assessment opportunities)		Differentiation
Teacher Activities	Students Activities	
• Playing voice training. • Sing (Good morning) song with the students. • Explain the game's steps. • Observe the students.	Sing warm up then (Good morning) song. Read the words of the song part by part after the teacher then sing it. Answer the questions about the types of the notes.	Helping slow learners. Follow up of talented students.

Lesson Evaluation	Conclusion	Homework
	Students' assessment.	

Period	1	2	3	4	5	6	7
Study Week							
Date							
Week							

Play a Game

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Strand	*Listening*	Indicator	*Listen to and appreciate a range of music.*	Key vocabulary
Content	*Listen to and identify a range of music, discussing the musical characteristics.*			
By the end of this lesson the student should be able to : Distinguishes loud and soft notes. Compare between the fast and slow beating. Play a game and sing the word's it.				
Start				Resources (including ICT)
• Recap on objectives of the lesson. • Worm up. • Sing (Good morning) song.				*Computer The key board Data show*
Teaching and learning (including assessment opportunities)				
Teacher Activities		Students Activities		
• Playing voice training. • Sing (Good morning) song with the students. • Playing some pieces of music (fast- slow)and (high- low). • Explain the game's steps. • Observe the students.		• Sing the warm up then Good morning) song. • Listen to the music and compare between the fast, slow, high and low beating. • Answer the questions. • Play a game.		Differentiation *Helping slow learners. Follow up of talented students.*
Lesson Evaluation		Conclusion		Homework
		• Students Evaluation.		

Compose Small Musical Exercise

Period	1	2	3	4	5	6	7
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Strand	Composing	Indicator	Notate their ideas using symbols.	Key vocabulary
Content	Use simple aspects of traditional musical notation.			

By the end of this lesson the students should be able to :

- Use the types of the notes to create a musical exercise.
- Compose musical pieces combining musical elements within a structure.

Start	Resources (including ICT)
• Warm up. • Sing the last song. • Review music rules.	The white board The key board Data show Recorder Computer

Teaching and learning (Including assessment opportunities)		Differentiation
Teacher Activities	Students Activities	
• Divide the class into groups. • Students' supervision. • Help the students. • Students support.	1- Divide the class into groups. 2- Create musical exercise. 3- Divide the musical exercise into parts each group should create two measures then gathering the groups together and play one by one. Hence, there will be anew rhyme created of band instruments.	Helping slow learners

Lesson Evaluation	Conclusion	Homework
	• Record the students playing. • Assess students.	

Playing Band Instruments

Period	1	2	3	4	5	6	7
Sun							
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Tue							
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Strand	Performing	Indicator	Perform music by singing playing and moving.	Key vocabulary
Content	Use basic elements of musical concepts in their singing playing and moving activities.			

By the end of this lesson the student should be able to :

Knowing the names of the seven Emirates which make up the Union.
Knowing the colors of the flag.
Play band instrument and sing the song as the same time.

Start	Resources (including ICT)
• Recap on objectives. • Show the song's words. • Ask students some questions about The National day.	Computer Data show The key boards The white board Band instruments

Teaching and learning (Including assessment opportunities)

Teacher Activities	Student Activities	Differentiation
Sing with the students. Increasing the spirit of national feeling and pride. Read the song's words. Divide the class into two groups. Students' supervision. Students support. Correct mistakes.	• Read the song's words. • Sing the song individual and groups with moving. • Answer the questions. • Divide the class two groups group No1 sing the new song group No2 play instruments all together.	• Helping slow learners. • Follow up of talented students.

Lesson Evaluation	Conclusion	Homework
	• Students Evaluation. • Listen to the group's playing and singing. • The students to keep their group notes for next lesson.	

Greed 5

Period	1	2	3	4	5	6	7
Sun							
Mon							
Tue							
Wed							
Thu							

Review \ \2010

Strand	Performing	Indicator	Make judgments about their own performance and the performance of others.	Key vocabulary
Content	Use musical concepts in singing, playing and moving activities, with heightened musical understanding, and perform music with a greater sense of style.			

By the end of this lesson the student should be able to :

Sing the old songs with moving.
Perform the song with a greater sense of style.
Write the types of the note and musical scores on the staff correctly.

Start	Resources (including ICT)
Recap on The objectives of the lesson Warm up-revision.	Computer Whiteboard Data show

Teaching and learning (Including assessment opportunities)		Differentiation
Teacher Activities	Students Activities	
• Play key board. • Observe students when they sing the songs and correct mistakes. • Show the songs words. • Check students singing.	1-Listen to the music and sing the song. 2-Move with the music. 3-Answer the questions. Write the types of the note and musical scores on the staff.	

Lesson Evaluation	Conclusion	Homework
	• Teacher evaluates students singing and discusses them. • Follows-up on the students corrects their answers and uses Methods of boosting.	

The Time Signature

Period	1	2	3	4	5	6	7
Sun							
Mon							
Tue							
Wed							
Thu							

\ \2010

Strand	Listening	Indicator	Identify how musical concepts and symbols are used in a range of musical styles.	Key vocabulary
Content	Identify, discuss and evaluate use of music in different places and for different purposes.			

By the end of this lesson the student should be able to :

- Sing the song.
- Understand every thing about the time signature.
- Read the musical exercise by the time signature's signs.

Start	Resources (including ICT)
• Explain the objectives. • Voice training. • The teacher Gives the students an idea about the time signature and raises some questions about it.	Computer The key board Data show

Teaching and learning (Including assessment opportunities)

Teacher Activities	Students Activities
• Arrange groups of students • Playing keyboard. • Read the musical exercise. • Clarify the meaning of time signature. • Ask the student some questions about the time signature	Divide the class room into groups. Sing warm up. Sing the song. Read the musical exercise. Answer to the questions of the book

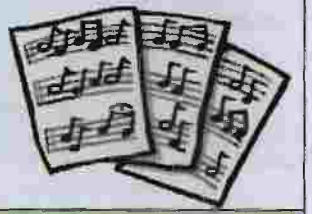
Differentiation
Helping slow learners.

Lesson Evaluation	Conclusion	Homework
	Choose the best girl she reads the musical exercise alone with the time signature's signs.	

Period	1	2	3	4	5	6	7
Sun.							
Mon.							
Tue.							
Wed.							
Thu.							

Create Musical Exercise

\ \2010

Strand	Composing	Indicator	Notate their work using a range of notation , discuss their work and the work of others	Key vocabulary
Content	Organize musical ideas into compositions, demonstrating compositional intentions.			

By the end of this lesson the student should be able to :

- Play tuned instruments with control and rhythmical accuracy.
- Sing the song.
- Create small musical exercise by using types of the note and musieal scores.

Start	Resources (including ICT)
• Explain the purpose of the lesson. • Thinking and giving words related to the subject.	The white board Data show Computer Recorder

Teaching and learning (Including assessment opportunities)		Differentiation
Teacher Activities	Students Activities	Helping slow learners
• Play keyboard. • Divide the class into groups. • Students' supervision. • Help students to compos a small musical exercise. • Assess students.	• Sing the song after listening to the music. • Divide the class into groups • Create small musical exercise. • Sing and play their new musical exercise.	

Lesson Evaluation	Conclusion	Homework
	• Record the students singing and playing. • Assess students • The students keep their group notes for next lesson.	Create new song

Period	1	2	3	4	5	6	7
Sun							
Mon							
Tue							
Wed							
Thu							

The Wood Wind Instruments

\ \2010

Strand	Listening	Indicator	Explain why they prefer particular styles and genres of music.	Key vocabulary
Content	Listen to music from various styles, and discuss its features and the differences between repertoires.			 Flute Clarinet Oboe
By the end of this lesson the students should be able to : • Sing the songs with the music individual and group. • Knowledge every thing about the wood wind instruments. • Understand how to the sound produce from the wind instruments.				
Start				Resources (including ICT)
• Explain the purpose of the lesson. • A warm up. • Review the songs and music rules.				Computer The key board Data show
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Students Activities		
• Play keyboard and sing with the students. • Ask students some questions. • Showing some pictures about the wind instruments. • Arrange groups of students. • Assessment and observe students. • Play recorder instruments		• Divide the class room into groups. • Sing the songs. • Listen to the wood wind Instruments • Answer the questions. • Play recorder instruments.		Differentiation Helping slow learners.
Lesson Evaluation		Conclusion		Homework
		• Assess students learning.		

Type of note

Period	1	2	3	4	5	6	7
Sun							
Mon							
Tue							
Wed							
Thu							

\ \2010

Strand	Performing		Perform a wide range of music by singing and playing individually and in groups.	Key vocabulary
Content	Play a range of music, individually and in groups, using vocal and instrumental sounds to explore musical concepts.			
By the end of this lesson the student should be able to : • Distinguish between the types of notes. • Known the new type as the time and format.				
Start				Resources (including ICT)
• Worm up • Recap on objectives • Ask students to read the types of note.				Computer Data show The key board The white boards
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Student Activities		
• Playing types of note • Helping students. • Students support. • Correct mistakes.		• Guess the answer. • Write the type of note they guess it. • Write the new type on the board. • Answer questions. • Read small musical exercise.		Differentiation • Helping slow learners. • Follow up of talented student
Lesson Evaluation		Conclusion		Homework
		• Students Evaluation. • Sing the old songs.		

Compose Small Song

Period	1	2	3	4	5	6	7
Sun.							
Mon.							
Tue.							
Wed.							
Thur.							

\ \2010

Strand	Composing	Indicator	Improvise, experiment, select, combine and order sound, using musical concepts.	Key vocabulary
Content	Discuss their own and others, compositions, using the musical concepts as a guide.			

By the end of this lesson the student should be able to :

- Perform with an awareness of audience
- Compose musical pieces combining musical elements within a structure.

Start	Resources (including ICT)
• Explain the objective. • Warm up. • Listen to the recorder they kept of the sequence of sounds they produced in the last session.	The white board The key board Data show Computer

Teaching and learning (Including assessment opportunities)		Differentiation
Teacher Activities	Student Activities	Helping slow learners
• Play keyboard and Recorder • Divide the class into 4 groups. • Students' supervision. • Explain how to compose the small song. • Students support.	• Divide the class into4 groups. • Read and write the types of note. • Each group Create small song about the National day. • Sing the new song. • Play it key board.	

Lesson Evaluation	Conclusion	Homework
	• Record the students singing and playing. • Assess students.	

Period	1	2	3	4	5	6	7
Sun							
Mon							
Tue							
Wed							
Thu							

Song and musical exercise

\ \2010

Strand	Performing	Indicator	Perform a wide range of music by singing and playing individually and in groups.	Key vocabulary
Content	Create music for different occasions and sing songs, using recycle instruments.			
By the end of this lesson the student should be able to : • Sing the new song. • Read the musical exercise. • Play key board the musical exercise.				
Start				Resources (including ICT)
• Review the lesson objectives. • Activity to give the students a flavor of the main activity.				white board Data show computer Recorder
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Students Activities		Differentiation
• Read, sing and play keyboard the new song and musical exercise. • Divide the class two groups. • Students' supervision. • Helping students. • Students support.		• Sing warm up. • Divide the class into two groups. • Group No1 sing the new song group No2 play key board. • Read the musical exercise.		Helping slow learners
Lesson Evaluation		Conclusion		Homework
		• Students Evaluation. • Record the students playing. • The students keep their group notes for next lesson.		Play paper key board in their home.

The Brass Wind Instruments

Period	1	2	3	4	5	6	7
Sun							
Mon							
Tue							
Wed							
Thu							

\ \2010

Strand	Listening	Indicator	Explain why they prefer particular styles and genres of music.	Key vocabulary
Content	Listen to music from various styles, and discuss its features and the differences between repertoires.			Horn, Tuba, Trombone, Trumpet

By the end of this lesson the students should be able to :

- Sing the new song with the music individual and group.
- Understand how to the sound produce from the Brass wind instruments.
- Knowledge what is the difference between the Wood and Brass wind instruments.

Start

- Explain the purpose of the lesson.
- A warm up.
- Review the songs and music rules.

Teaching and learning (Including assessment opportunities)

Teacher Activities	Students Activities
• Play keyboard and sing the song with the students. • Ask students some questions. • Showing some pictures about the Brass wind instruments. • Arrange groups of students. • Assessment and observe students. • Play Recorder instruments.	• Divide the class room into groups. • Sing the song. • Listen to the wood wind Instruments • Answer the questions. • Play Recorder instruments.

Resources (Including ICT)

Computer
The key board
Data show

Differentiation

Helping slow learners.

Lesson Evaluation	Conclusion	Homework
	• Assess students learning.	

Type of note

Period	1	2	3	4	5	6	7
Sun							
Mon							
Tue							
Wed							
Thu							

\ \2010

Strand	Performing		Perform a wide range of music by singing and playing individually and in groups.	Key vocabulary
Content	Play a range of music, individually and in groups, using vocal and instrumental sounds to explore musical concepts.			
By the end of this lesson the student should be able to : • Distinguish between the types of notes. • Known the new type as the time and format.				
Start				Resources (including ICT)
• Worm up • Recap on objectives • Ask students to read the types of note.				Computer Data show The key board The white boards
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Student Activities		
• Playing types of note • Helping students. • Students support. • Correct mistakes.		• Guess the answer. • Write the type of note they guess it. • Write the new type on the board. • Answer questions. • Read small musical exercise.		Differentiation • Helping slow learners. • Follow up of talented student
Lesson Evaluation		Conclusion		Homework
		• Students Evaluation. • Sing the old songs.		

Period	1	2	3	4	5	6	7
Sun.							
Mon.							
Tue.							
Wed.							
Thu.							

Create Musical Exercise

\ \2010

Strand	Composing	Indicator	Notate their work using a range of notation, discuss their work and the work of others.	Key vocabulary
Content	Organize musical ideas into compositions, demonstrating compositional intentions.			

By the end of this lesson the student should be able to :

- Play tuned instruments with control and rhythmical accuracy.
- Sing the song.
- Create small musical exercise by using types of the notes and musical scores.

Start	Resources (including ICT)
• Explain the purpose of the lesson. • Thinking and giving words related to the subject.	The white board Data show Computer Recorder

Teaching and learning (Including assessment opportunities)		Differentiation
Teacher Activities	**Students Activities**	Helping slow learners
• Play keyboard. • Divide the class into groups. • Students' supervision. • Help the students to compos small musical exercise. • Assess students.	• Sing the song after listening to the music. • Divide the class into groups • Create small musical exercise. • Sing and play their new musical exercise.	

Lesson Evaluation	Conclusion	Homework
	• Record the students singing and playing. • Assess students • The students keep their group notes for next lesson.	Create new song

Period	1	2	3	4	5	6	7
Sun.							
Mon.							
Tue.							
Wed.							
Thur.							

Alardah Music Group

\ \2010

Strand	Listening	Indicator	Explain why they prefer particular styles and genres of music.	Key vocabulary
Content	Identify, discuss and evaluate the use of music in different places and for different purposes.			
By the end of this lesson the students should be able to : • Sing the songs with the music individual and group. • Answer the questions about Alardah music group.				
Start				Resources (including ICT)
• Explain the purpose of the lesson. • A warm up. • Ask students some questions the last lesson.				Computer The key board Data show
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Students Activities		
• Play keyboard and sing with the students. • Showing presentation about Alardah music group. • Ask students some questions • Arrange groups of students. • Assessment of students.		• Divide the class room into groups. • Sing warm up and songs. • Listen to piece of music. • Answer the questions.		Differentiation Helping slow learners.
Lesson Evaluation		Conclusion		Homework
		• Assess students learning. • Explain the difference between Alardah and Military music group.		

Period	1	2	3	4	5	6	7
Sun							
Mon							
Tue							
Wed							
Thu							

Song and playing Musical Exercise

\ \2010

Strand	Performing	indicator	Make judgments about their own performance and the performance of others.	Key vocabulary
Content	Move to a range of music, individual and groups, as a form of self-expression and to explore musical concepts.			
By the end of this lesson the student should be able to : • Read, write and draw the new type. • Sing the new song with music and moving. • Read and Sing the musical exercise and play key board it.				
Start				Resources (including ICT)
• Explain the objectives • Sing (bismelah) song.				Computer Data show The key boards The white board
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Student Activities		
• Play keyboard. • Read the song's words. • Correct mistakes. • Helping students. • Feed back from the Students to make this lesson better.		• Read and sing the song's words. • Divide the class into groups. • Read the musical exercise. • Answer all questions and complete the work sheet. • Show all working out.		Differentiation 1- Helping the lower ability learners. 2- Follow up of talented student
Lesson Evaluation		Conclusion		Homework
		• Ask the Students what is the benefit of this lesson? • What are the good ideas you get from this lesson were?		

Period	1	2	3	4	5	6	7
Sun							
Mon							
Tue							
Wed							
Thu							

The Military Music Group

\ \2010

Strand	Listening	Indicator	Explain why they prefer particular styles and genres of music.	Key vocabulary
Content	Identify, discuss and evaluate the use of music in different places and for different purposes.			
By the end of this lesson the students should be able to : • Sing the songs with the music individual and group. • Knowledge every thing about the Military music group.				
Start				Resources (including ICT)
• Explain the purpose of the lesson. • A warm up. • Review the songs and music rules.				Computer The key board Data show
Teaching and learning (including assessment opportunities)				
Teacher Activities		Students Activities		
• Play keyboard and sing with the students. • Showing some pictures about the Military music group. • Ask students some questions • Arrange groups of students. • Assessment and observe students.		• Divide the class room into groups. • Sing the songs. • Listen to Military music group's music. • Answer the questions. • Play recorder instruments.		Differentiation Helping slow learners.
Lesson Evaluation		Conclusion		Homework
		• Assess students learning.		

Repeat Sign

Period	1	2	3	4	5	6	7
Sat							
Mon							
Tue							
Wed							
Thu							

\ \2010

Strand	Composing		Notate their work using a range of notation; discuss their work and the work of others.	Key vocabulary
Content	Use traditional music notation to record and communicate their musical ideas.			
By the end of this lesson the student should be able to : • Distinguish between the types of notes. • Known the new type as the time and format.				
Start				Resources (including ICT)
• Worm up • Recap on objectives • Sing the song.				Computer Data show The key board The white boards
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Student Activities		Differentiation
• Sing and read with the students. • Playing key board. • Helping students. • Students support. • Correct mistakes.		• Sing the song and musical exercise, using repeat sign. • Write the type of note they guess it. • Write the types of the note. • Answer questions. • Try to compose a small musical exercise using repeat sign then read it.		• Helping slow learners. • Follow up of talented student
Lesson Evaluation		Conclusion		Homework
		• Students Evaluation. • Sing the old songs.		

Period	1	2	3	4	5	6	7
Sun							
Mon							
Tue							
Wed							
Thu							

Review Music Theory

\ \2010

Strand	Listening	Indicator	Identify how musical concepts and symbols are used in a range of musical styles.	Key vocabulary
Content	Identify, discuss and evaluate use of music in different places and for different purposes.			

By the end of this lesson the students should be able to :

- Discriminate between the wood wind instrument and Brass wind instrument.
- Discriminate between the Military music group and Alardah group.
- Understand the notes after listening it then they try writing it.

Start		Resources (including ICT)
• Explain the purpose of the lesson. • A warm up.		Computer Data show The key board
Teaching and learning (including assessment opportunities)		
Teacher Activities	Student Activities	
• Show them the exercises. • Play key board. • Arrange groups of students. • Assessment of students. • Observe the students.	• Sing the songs. • Write the notes. • Read the exercises. • Listen to the wood wind instruments and Brass wind instruments • Answer the questions.	Differentiation Helping slow learners.
Lesson Evaluation	Conclusion	Homework
	• Review the music theory. • Assess student learning.	

Period	1	2	3	4	5	6	7
Sat.							
Mon.							
Tue.							
Wed.							
Thu.							

Songs and Musical Exercise

\ \2010

Strand	Performing	Indicator	• Make judgments about their own performance and the performance of others.	Key vocabulary
Content	• Play a range of music, individually and in groups, using vocal and instrumental sounds to explore musical concepts.			

By the end of this lesson the student should be able to :

- Recognize between the different songs and types of the note.
- Understands the note after listening it.
- Playing keyboard.

Start	Resources (including ICT)
• Explain the purpose of the lesson. • A warm up. • Review the songs.	Computer Data show The key board The white board

Teaching and learning (Including assessment opportunities)	
Teacher Activities	Student Activities
• Play keyboard and sing with the students. • Ask questions about the musical exercise. • Using resources appropriate for the lesson. • Assessment of students.	• Sing the songs. • Write the notes. • Read the exercise. • Try to play key board.

Differentiation

Lesson Evaluation	Conclusion	Homework
	• Sing and play keyboard all together. • Assess students learning.	

Period	1	2	3	4	5	6	7
Sun							
Mon							
Tue							
Wed							
Thu							

Review

\ \2010

Strand	Listening	Indicator	Identify how musical concepts and symbols are used in a range of musical styles.	Key vocabulary
Content	Identify, discuss and evaluate use of music in different places and for different purposes			
By the end of this lesson the student should be able to : • Write the types of the note on the board. • Understands the notes after listening it then they try write it. • Answer the questions about music theory.				
Start				Resources (including ICT)
• Explain the purpose of the lesson. • A warm up. • Review the music rules and songs.				Computer The key board Data show
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Students Activities		
• Show them the exercises. • Play key board. • Arrange groups of students. • Assessment of students. • Observe the students.		• Divide the class room into groups • Sing the songs • Write the notes. • Read the exercises. • Play key board. • Answer the questions.		Differentiation Helping slow learners.
Lesson Evaluation		Conclusion		Homework
		• Review the songs. • Assess students learning.		

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