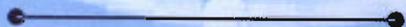




Lessons Plan





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Greed 1





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



The voices

1 | 2010

Strand	Listening	Indicator	Students will be able to listen to and identify simple features of music.	Key vocabulary
Content	<p><i>Identify musical features in a range of different music.</i></p> <p><i>By the end of this lesson the students should be able to :</i></p> <ol style="list-style-type: none"> 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. 			<p><i>The voices.</i></p> <p><i>Living creatures</i></p> <p><i>Non-living things.</i></p> <p><i>Musical voices.</i></p> <p><i>Non-musical</i></p>
<p>1- The teacher tells an interesting and a suitable short story which some mention of amphetamine voice of the environment surrounding the students.</p> <p>2- Explain the purpose of the lesson.</p>				<p>Resources (including ICT)</p>
<p>Teaching and learning (Including assessment opportunities)</p>				<p><i>The key board</i></p> <p><i>Some pictures</i></p> <p><i>Data show</i></p> <p><i>Computer</i></p>
<p>Teacher Activities</p> <ol style="list-style-type: none"> 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. 				<p>Differentiation</p> <p><i>Slowing slow learners.</i></p>
<p>Lesson Evaluation</p>				<p>Homework</p>
<p>Students Activities</p> <ol style="list-style-type: none"> 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. 		<p>Conclusion</p> <ol style="list-style-type: none"> 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. 		



In The Music Room

Period	1	2	3	4	5	6	7
Site							
Room							
Time							
Week							
Year							

| 2010

strand	Performing	Indi color	Perform music by singing, playing and moving.	Key vocabulary
Content	<p><i>Sing songs and develop a sense of beat, pitch, ton color and structure.</i></p> <p><i>By the end of this lesson the students should be able to :</i></p> <p>Breath properly during reading or singing.</p> <p>Sing well individually and groups.</p> <p>Identify the contents of music room and preserve the contents of it.</p> <p>Sing the new song with moving.</p>			<p>Music Instruments</p> <p>Types of notes</p> <p>The music bands</p>
Start				
<p>Recap on The objectives of the lesson</p> <p>Ask students about the contents of their class room and the music room.</p>				
<p>Teaching and learning (Including assessment opportunities)</p> <p>Teacher Activities</p> <ol style="list-style-type: none"> 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. 			<p>Student Activities</p> <ol style="list-style-type: none"> 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 musical instrument. 	
<p>Lesson Evaluation</p>			<p>Conclusion</p> <ol style="list-style-type: none"> 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. 	
			<p>Homework</p>	
			<p>Differentiation</p> <p>Computer</p> <p>Data show</p> <p>white board</p> <p>Some pictures</p>	

Mozart



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

| 2010

Strand	Listening	Indicator	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			
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.		Resources (including ICT)	
Teaching and learning (Including assessment opportunities)			
Teacher 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		Students Activities 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.	
Lesson Evaluation		Conclusion	
		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	
		Homework	
		The key board Some pictures Data show Computer	
		Differentiation	



Period	1	2	3	4	5	6	7
Score							
Notes							
Time							
Final							
Year							

The Type of Note

| /2010

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.			
<p><i>By the end of this lesson the students should be able to :</i></p> <ol style="list-style-type: none"> 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				
<ol style="list-style-type: none"> 1- Explain the purpose of the lesson. 2- The teacher Gives the students an idea about the anthem and raises some questions about it. 				
<i>Teaching and learning (Including assessment opportunities)</i>				
<i>Teacher Activities</i>		<i>Students Activities</i>		
<ol style="list-style-type: none"> 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. 		<ol style="list-style-type: none"> 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 		
<i>Lesson Evaluation</i>		<i>Conclusion</i>		
		<ol style="list-style-type: none"> 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 		
		<i>Homework</i>		
		<p><i>Helping slow learners.</i></p>		
		<p><i>Resources (including ICT)</i></p> <p><i>The key board</i></p> <p><i>Some types of notes</i></p> <p><i>Data flow</i></p> <p><i>Computer</i></p> <p><i>Differentiation</i></p>		



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

The Staff and the Treble Clef

| 2010

Strand	Listening	Indicator	Students will be able to listen to and identify simple features of music.	Key vocabulary
Content	<p><i>Identify musical features in a range of different music.</i></p> <p>By the end of this lesson the students should be able to :</p> <ol style="list-style-type: none"> 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). 			<p>The Staff The Treble Clef The Note Sol Parallel lines</p>
Start				
<ol style="list-style-type: none"> 1- Explain the purpose of the lesson. 2- The teacher explains to students that all people of different language and each language characters and words and the way of writing then explains that music is the language of a unified world. <p style="text-align: center;">Teaching and learning (Including assessment opportunities)</p>				
Teacher Activities		Students Activities		
<ol style="list-style-type: none"> 1- Discusses the students in the content of images. 2- Explains the components of the music Staff. 		<ol style="list-style-type: none"> 1- Know that the Treble Clef, how to draw it and its location on the staff. 2- Approve the Treble Clef among the types of 		Differentiation
Resources (including ICT)				
<p>The white board The Key board Data show Computer</p>				





Strand	Listening	Indicator	Key vocabulary
<p>3- Presents the Treble clef picture and explain its importance and place of draw on the staff. 4-Tells the students about the tone of Sol and where the name came.</p>	<p>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 scion the staff</p>	<p>Students will be able to listen to and identify simple features of music.</p>	<p><i>Heigting slow learners.</i></p>
<p><i>Lesson Evaluation</i></p>		<p><i>Conclusion</i></p> <p>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.</p>	<p><i>Homework</i></p>



Period	1	2	3	4	5	6	7
Start							
Attend							
True							
Wood							
Thu							

The Musical Alphabet

1 | 2010

Strand	Performing	Indicator	Recognize some musical features of the music they perform	Key vocabulary
Content	<p>Move to music, keeping a regular beat and recognizing structure and changes in pitch.</p> <p>By the end of this lesson the students should be able to :</p> <ol style="list-style-type: none"> 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. 			<p>1- The Musical Alphabet.</p> <p>2- The Note Mi.</p> 
	<p>Start</p>			<p>Resources (Including ICT)</p> <p>The key board</p> <p>Data show</p> <p>Computer</p> <p>Differentiation</p>
Teaching and learning (Including assessment opportunities)		Teacher Activities		Students Activities
<p>1- Presents the Letters in Arabic, English and music languages.</p>		<p>1- Called the musical language letters.</p>		



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).	<i>Helping slow learners.</i>	
	Lesson Evaluation	Conclusion 1- Follow-up students answer and correct errors. 2- Listen to the students singing and Corresponds to the performance 3- Promotes students answers.	Homework	

The Triangle Instrument

Perv od.	1	2	3	4	5	6	7
Five							
Home							
Time							
Word							
Thou							

| |2010

Strand	Performing	Indicator	Key vocabulary
Content	<p>play music, using body percussion instruments and other means of making sound to explore the concepts of duration, dynamics, ton color and structure.</p> <p><i>By the end of this lesson the students should be able to :</i></p> <ol style="list-style-type: none"> 1- Play the triangle properly. 2- Distinguish the Triangle voice instrument. 3- Sing the anthem from memory. 		<p>Tournament The Triangle</p> 
Start			
<ol style="list-style-type: none"> 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. 			
Teaching and learning (Including assessment opportunities)			
Teacher Activities		Students Activities	
<ol style="list-style-type: none"> 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. 		<ol style="list-style-type: none"> 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. 	
Lesson Evaluation		Conclusion	
		<ol style="list-style-type: none"> 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. 	
		Homework	
		<p><i>Helping slow learners.</i></p>	
		<p>The key board Data show Computer Textbook</p>	
		Differentiation	



The Quarter Rest



Per/ord.	1	2	3	4	5	6	7
Score							
Mark							
True/False							
Yes/No							

| 2010

Strand	Listening	Indicator	Students will be able to listen to and identify simple features of music.	Key vocabulary
Content	<p><i>Listen to a range of music and talk about its function.</i></p> <p>By the end of this lesson the students should be able to :</p> <ol style="list-style-type: none"> 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		<p>Resources (including ICT)</p> <p><i>The white board</i></p> <p><i>Data show</i></p> <p><i>Computer</i></p> <p><i>Textbook</i></p>
	<p>1- Explain the purpose of the lesson.</p> <p>2- The teacher presents the musical exercise in which the quarter rest and let the students ask what is this.</p>			
	Teaching and learning (Including assessment opportunities)			
	<p>Teacher Activities</p> <ol style="list-style-type: none"> 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. 	<p>Students Activities</p> <ol style="list-style-type: none"> 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. 		
	Lesson Evaluation			
			<p>1- Follows-up on the students corrects their answers and uses Methods of boosting.</p> <p>2- Test the students understanding of the lesson through oral questions.</p>	<p>Conclusion</p> <p>1- Follows-up on the students corrects their answers and uses Methods of boosting.</p> <p>2- Test the students understanding of the lesson through oral questions.</p>
				<p>Homework</p> <p><i>Helping slow learners.</i></p>





The Note Do



Perf. Ord.	1	2	3	4	5	6	7
Name							
How							
Time							
Kind							
Place							

| 2010

Strand	Listening	Indicator	Students will be able to listen to and identify simple features of music.	Key vocabulary
Content	<p>Identify musical features in a range of different music.</p> <p>By the end of this lesson the students should be able to :</p> <ol style="list-style-type: none"> 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 			<p>The Note Do</p> <p>The leger line</p>
	<p>3- Explain the purpose of the lesson.</p> <p>2- The teacher enters into the students on the topic of anthem.</p> <p>3- Unleash the students to express their feelings.</p> <p>4 - The teacher presents a note Do and let the students explore the leger line.</p>			<p>Resources (including ICT)</p> <p>The white board</p> <p>The key board</p> <p>Sound cards</p> <p>Data show</p> <p>Computer</p>
	<p>Teacher Activities</p> <ol style="list-style-type: none"> 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- Explains the need for an additional distance and lines of the staff. 	<p>Teaching and Learning (Including assessment opportunities)</p> <p>Students Activities</p> <ol style="list-style-type: none"> 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. 	<p>Differentiation</p> <p>Helping slow learners.</p>	
	<p>Lesson Evaluation</p>	<p>Conclusion</p> <ol style="list-style-type: none"> 1- The teacher asks the students orally on the location of the note do. 2- Students sing anthem after hearing the introductory music played. 	<p>Homework</p>	

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



Leadership



Per	1	2	3	4	5	6	7
Odd							
Even							
Sun							
Mon							
Tue							
Wed							
Thu							

| 2010

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
<p><i>By the end of this lesson the students should be able to :</i></p> <p>1-Explain some of the references of the specific meaning</p> <p>2-Know models of the leaders of technical teams of music.</p>				
Start				
<p>1- Explain the purpose of the lesson.</p> <p>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?</p>				
Teaching and learning (Including assessment opportunities)			Students Activities	
<p>1-Teacher Activities</p> <p>1- Presents the images of the references in the lesson and asks students to read it.</p> <p>2- Discusses the Students in the meaning of each reference and asks them for other examples.</p> <p>3- Discusses Students in the concept of leadership and the role of commander in the success of the work.</p> <p>4- Presents the film of the musical examples of the band with their leaders.</p>			<p>1- Implement some of the orders by reference.</p> <p>2- Student Leads his group through the collaborative learning activities.</p> <p>3- Represents the roles of leaders in different work areas of life.</p> <p>4- One of the students leading during the class into the music education room.</p>	
Lesson Evaluation			Conclusion	
			<p>1- Follow-up the students answer and correct errors.</p> <p>2- Promotes students answers.</p> <p>3- The students sing a song and the teacher Listen to them singing and Corresponds to the performance</p>	
Helping slow learners.			Homework	
<p>The key board Data show Computer Video</p>				
Resources (Including ICT)				





Greed 2





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Leadership



Per od	1	2	3	4	5	6	7
Mon							
Tue							
Wed							
Thu							
Fri							
Sat							
Sun							

| 2010

Strand	Performing	Indicator	Key vocabulary
Content	Use basic elements of musical concepts in their singing, playing and moving activities.	Recognize some musical features of the music they perform.	Leadership
<p><i>By the end of this lesson the students should be able to :</i></p> <ul style="list-style-type: none"> 1- Explain some of the references of the specific meaning 2- Know models of the leaders of technical teams of music. 			Resources (including ICT)
<p>Start</p> <ul style="list-style-type: none"> 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? <p><i>Teaching and learning (including assessment opportunities)</i></p> <p>Teacher Activities</p> <ul style="list-style-type: none"> 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. 		<p>Students Activities</p> <ul style="list-style-type: none"> 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. 	<p>The key board Data show Computer Video</p>
<p>Lesson Evaluation</p>		<p>Conclusion</p> <ul style="list-style-type: none"> 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 	<p>Homework</p> <p><i>Slipping slow learners.</i></p>





Sing a Song

Perf od.	1	2	3	4	5	6	7
Score							
Notes							
Time							
Music							
Time							

| 2010

Strand	Performing		Indicator	Perform music by singing, playing and moving.
Content	<i>Move to music keeping a regular beat, identifying structure and changes in pitch and dynamics.</i>		<i>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.</i>	
Start				
<ul style="list-style-type: none"> • Explain the purpose of the lesson. • A warm up. 				
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Student Activities		
<ol style="list-style-type: none"> 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 mistakes. 		<ol style="list-style-type: none"> 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. 		
Lesson Evaluation		Conclusion Teacher assesses the students' performance and progression.		
Resources (including ICT)				
<i>The Computer, key board and Data show</i>				
Differentiation				
<i>Helping slow learners.</i>				



Sing a Song

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

| 2010



Strand	Performing	Indicator	Perform music by singing, playing and moving.	Key vocabulary
Content	<p>Move to music keeping a regular beat, identifying structure and changes in pitch and dynamics.</p>			
<p>By the end of this lesson the student should be able to :</p> <p>Sing the national anthem, accompanied by musical instrument.</p> <p>Students learn about the components of the staff.</p> <p>Students recognize the musical score.</p>	<p>Start</p> <ul style="list-style-type: none"> • Explain the purpose of the lesson. • A warm up. 			
Teaching and learning (Including assessment opportunities)		Student Activities		Resources (Including ICT)
Teacher Activities		Student Activities		<p>The Computer, key board and Data show</p>
<ol style="list-style-type: none"> 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 mistakes. 		<ol style="list-style-type: none"> 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. 		<p>Differentiation</p> <p>Helping slow learners.</p>
Lesson Evaluation		Conclusion		Homework
		Teacher assesses the students' performance and progression.		

Play a Game

Perf. Ovl.	1	2	3	4	5	6	7
Start							
Mon							
Tue							
Wed							
Thu							

| 2010

Strand	performing	Indicator	Recognize musical features of the music they perform.	Key vocabulary
Content	<p><i>Sing and play simple patterns and accompaniments while keeping a steady tempo.</i></p> <p><i>By the end of this lesson the student should be able to :</i></p> <ul style="list-style-type: none"> Sing The new song with music and moving. Compare between the strong and weak beating. Play a game and sing the words it. Students link between the rhythm and playing. 			
	<p>Start</p> <ul style="list-style-type: none"> Recap on objectives. Warm up. Sing (Good morning) song. 			<p>Resources (including ICT)</p>
	<p>Teacher Activities</p> <ul style="list-style-type: none"> Playing voice training. Sing (Good morning) song with the students. Explain the game's steps. Observe the students. 	<p>Students Activities</p> <ul style="list-style-type: none"> 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. 	<p>Computer key board Data show</p> <p>Differentiation</p> <p><i>Helping slow learners.</i></p> <p><i>Follow up of talented students.</i></p>	
	<p>Lesson Evaluation</p>	<p>Conclusion</p> <ul style="list-style-type: none"> Students Evaluation. 	<p>Homework</p>	



Reading and playing

Part	1	2	3	4	5	6	7
Oct.							
Nov.							
Dec.							
Jan.							
Feb.							
Mar.							

| 2010

Strand	Listening	Indicator	Explain likes and dislikes and give reasons for their choices.	Key vocabulary
Content	<p>Recognize and explain their preference for particular pieces of music and styles of music.</p> <p><i>By the end of this lesson the student should be able to :</i></p> <ul style="list-style-type: none"> • Sing the song. • Read the musical exercise after listening to the music. • Play band instruments with reading. 			
Start				
<ul style="list-style-type: none"> • Explain the purpose of the lesson. • A warm up. • Sing the old songs. 				
Teaching and learning (Including assessment opportunities)			Students Activities	
Teacher Activities <ul style="list-style-type: none"> • Play keyboard. • Sing with the students. • Show them the exercises. • Arrange groups of students. • Observe the students. 			<ul style="list-style-type: none"> • Divide the class room into groups. • Sing the songs. • Answer the questions. • Write the notes. • Read the exercises. • Try to play band instruments. 	
Lesson Evaluation			Conclusion	
			<ul style="list-style-type: none"> • Assess students learning. 	
Resources (Including K"1")				
				
Differentiation				
<p><i>Helping slow learners.</i></p>				
Homework				





Compose a Small Song

Part	1	2	3	4	5	6	7
od							
Start							
How							
Time							
What							
How							
Time							

| 2010

Stimul	composing	Indicator	Improvise, select and combine musical ideas into simple.	Key vocabulary
Content	<p><i>Improvise and explore musical ideas based on rhythmic or melodic patterns.</i></p>			
<p><i>By the end of this lesson the students should be able to :</i></p> <ul style="list-style-type: none"> Students should differentiate between the types of notes. Composing small song. 				
Start				
<ul style="list-style-type: none"> Explain the purpose of the lesson. Warm up. 				
Teaching and Learning (Including assessment opportunities)				
Teacher Activities		Students Activities		
<ul style="list-style-type: none"> Divided the classroom into groups. Help the students to answer the questions. Explain how to compose a new song. Check in the students composing. 		<ul style="list-style-type: none"> 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		
		<ul style="list-style-type: none"> Listen to the students composing. Assessment of students. 		
Resources (including ICT)				
<p>some types of the notes</p> <p>The white boards</p> <p>The key board</p> <p>Data show</p> <p>Computer</p> <p>Timer</p>				
Differentiation				
Homework				

Review

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

| 2010



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.			
<p><i>By the end of this lesson the students should be able to :</i></p> <ul style="list-style-type: none"> Sing the new song with music and moving. Accustomed to the proper status during the singing. Sing well with the group and individually. 				
Start				
Recap on objectives. Worm up. Sing (Good morning) song.				
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Students Activities		
<ul style="list-style-type: none"> Playing voice training. Sing (Good morning) song with the students. Explain the games 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.		
Lesson Evaluation		Conclusion		
		Students' assessment.		
Homework				
<p>Differentiation</p> <p><i>Helping slow learners, Follow up of talented students.</i></p>				
<p>Computer</p> <p><i>The key boards</i></p> <p>Data show</p>				

Play a Game

Peer Obl	1	2	3	4	5	6	7
Start							
Assess							
Time Used							
Other							

| 2010

Strand	Listening	Indicator	Listen to and appreciate a range of music.	Key vocabulary
Content	<p><i>Listen to and identify a range of music, discussing the musical characteristics.</i></p> <p><i>By the end of this lesson the student should be able to :</i></p> <ul style="list-style-type: none"> Distinguishes loud and soft notes. Compare between the fast and slow beating Play a game and sing the words it. 			
	<p>Start</p> <ul style="list-style-type: none"> Recap on objectives of the lesson. Warm up. Sing (Good morning) song. <p>Teaching and learning (including assessment opportunities)</p> <p>Teacher Activities</p> <ul style="list-style-type: none"> 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. 			<p>Students Activities</p> <ul style="list-style-type: none"> 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.
	<p>Lesson Evaluation</p>			<p>Conclusion</p> <ul style="list-style-type: none"> Students Evaluation.
	<p>Differentiation</p> <p><i>Helping slow learners.</i></p> <p><i>Follow up of talented students.</i></p>			<p>Homework</p>
	<p>Computer</p> <p><i>The key board</i></p> <p><i>Data show</i></p>			
	<p>Resources (including ICT)</p>			





Compose Small Musical Exercise

Part	1	2	3	4	5	6	7
Odd							
Even							
Time							
Tempo							
Theme							

| 2010

Strand	Composing	Indicator	Notate their ideas using symbols.	Key vocabulary
Content	<p>Use simple aspects of traditional musical notation.</p> <p>By the end of this lesson the students should be able to :</p> <ul style="list-style-type: none"> Use the types of the notes to create a musical exercise. Compose musical pieces combining musical elements within a structure. 			
Start				
<ul style="list-style-type: none"> Warm up. Sing the last song. Review music rules. 				
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Students Activities		
<ul style="list-style-type: none"> Divide the class into groups. Students' supervision. Help the students. Students support. 		<ol style="list-style-type: none"> Divide the class into groups. Create musical exercise. Divide the musical exercise into parts each group should create two measures then gathering the groups together and play one by one. <p>Hence, there will be anew rhyme created of band instruments.</p>		
Lesson Evaluation		Conclusion		
		<ul style="list-style-type: none"> Record the students playing. Assess students. 		
Homework				
Helping slow learners				
Resources (including ICT) The white board Data show Recorder Computer				
Differentiation				



Playing Band Instruments

Period	1	2	3	4	5	6	7
Start							
How							
True							
Work							
Time							



| 2010



Strand	Performing	Indicator	Key vocabulary
Content	<p><i>Use basic elements of musical concepts in their singing playing and moving activities.</i></p> <p>By the end of this lesson the student should be able to :</p> <ul style="list-style-type: none"> Knowing the names of the seven Emirates which make up the Union. Knowing the colours of the flag. Play band instrument and sing the song as the same time. 	<p><i>Perform music by singing playing and moving.</i></p>	
	<ul style="list-style-type: none"> Recap on objectives. Show the song's words. Ask students some questions about The National day. 	<p>Resources (including ICT)</p> <ul style="list-style-type: none"> Computer Data show The key boards The white board Band instruments 	
	<p>Teaching and learning (Including assessment opportunities)</p> <p>Teacher Activities</p> <ul style="list-style-type: none"> 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. 	<p>Student Activities</p> <ul style="list-style-type: none"> Read the song's words. Sing the song individual and groups with moving. Answer the questions. Divide the class two groups group No2 Not sing the new song group No2 play instruments all together. 	<p>Differentiation</p> <ul style="list-style-type: none"> Helping slow learners. Follow up of talented students.
	<p>Lesson Evaluation</p> 	<p>Conclusion</p> <ul style="list-style-type: none"> Students Evaluation. Listen to the group's playing and singing. The students to keep their group notes for next lesson. 	<p>Homework</p> 



Greed 5





Review

| 2010

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



Strand	Performing		Indicator	Key vocabulary
Content	<p><i>Use musical concepts in singing, playing and moving activities, and perform music with a greater sense of style.</i></p> <p>By the end of this lesson the student should be able to :</p> <ul style="list-style-type: none"> 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. 		<p><i>Make judgments about their own performance and the performance of others.</i></p>	
<p>Recap on The objectives of the lesson</p> <p>Warm up-revision.</p> <ul style="list-style-type: none"> Play key board. Observe students when they sing the songs and correct mistakes. Show the songs words. Check students singing. 	<p>Teaching and learning (Including assessment opportunities)</p> <p>Teacher Activities</p>	<p>Start</p>	<p>Resources (including ICT)</p> <p>Computer Whiteboard Data show</p> <p>Differentiation</p>	Homework
	<p>Students Activities</p> <ul style="list-style-type: none"> 1-Listen to the music and sing the song. 2-Move to the music. 3-Answer the questions. <p>Write the types of the note and musical scores on the staff.</p>	<p>Conclusion</p> <ul style="list-style-type: none"> Teacher evaluates students singing and discusses them. Follows-up on the students corrects their answers and uses Methods of boosting. 		
<p>Lesson Evaluation</p> 				

The Time Signature

| 2010

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

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.												
	<p><i>By the end of this lesson the student should be able to :</i></p> <ul style="list-style-type: none"> • Sing the song • Understand every thing about the time signature. • Read the musical exercise by the time signature's signs. 			Resources (including ICT)									
	<ul style="list-style-type: none"> • 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									
	<p>Teaching and learning (Including assessment opportunities)</p> <table border="1"> <thead> <tr> <th>Teacher Activities</th> <th>Students Activities</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • 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 </td> <td> <ul style="list-style-type: none"> • Divide the class room into groups. • Sing warm up. • Sing the song. • Read the musical exercise. • Answer to the questions of the book </td> </tr> <tr> <td colspan="2">Lesson Evaluation</td> <td>Conclusion</td> <td>Choose the best girl she reads the musical exercise alone with the time signature's signs.</td> <td>Homework</td> </tr> </tbody> </table>			Teacher Activities	Students Activities	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Divide the class room into groups. • Sing warm up. • Sing the song. • Read the musical exercise. • Answer to the questions of the book 	Lesson Evaluation		Conclusion	Choose the best girl she reads the musical exercise alone with the time signature's signs.	Homework	Differentiation Helping slow learners.
Teacher Activities	Students Activities												
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Divide the class room into groups. • Sing warm up. • Sing the song. • Read the musical exercise. • Answer to the questions of the book 												
Lesson Evaluation		Conclusion	Choose the best girl she reads the musical exercise alone with the time signature's signs.	Homework									

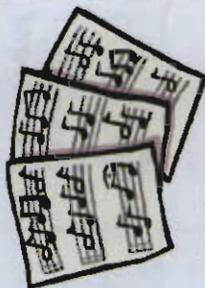


Create Musical Exercise

Peri od	1	2	3	4	5	6	7
Start							
Hom							
Tue							
Wed							
Thu							

| 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 :				
<ul style="list-style-type: none"> • Play tuned instruments with control and rhythmical accuracy. • Sing the song. • Create small musical exercise by using types of the note and musical scores. 				
Start				
Explain the purpose of the lesson. Thinking and giving words related to the subject.				
Teacher Activities		Students Activities <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Record the students singing and playing. • Assess students • The students keep their group notes for next lesson. 		
Resources (including ICT) The white board Data show Computer Recorder Differentiation Helping slow learners Homework Create new song				



The Wood Wind Instruments

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

| 2010

<p>Strand</p>	<p>Listening</p>	<p>Indicator</p>	<p><i>Explain why they prefer particular styles and genres of music.</i></p>	<p>Key vocabulary</p>
<p>Content</p> <p><i>By the end of this lesson the students should be able to :</i></p> <ul style="list-style-type: none"> • 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. 				
<p>Start</p>				
<ul style="list-style-type: none"> • Explain the purpose of the lesson. • A warm up. • Review the songs and music rules. 				
<p>Teaching and learning (Including assessment opportunities)</p>				
<p>Teacher Activities</p> <ul style="list-style-type: none"> • 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 		<p>Students Activities</p> <ul style="list-style-type: none"> • Divide the class room into groups. • Sing the songs. • Listen to the wood wind Instruments • Answer the questions. • Play recorder instruments. 		
<p>Lesson Evaluation</p>		<p>Conclusion</p> <ul style="list-style-type: none"> • Assess students learning. 		
<p>Resources (Including ICT)</p> <p>Computer <i>The key board</i> <i>Data show</i></p>				
<p>Differentiation</p> <p><i>Helping slow learners.</i></p>				
<p>Homework</p>				



Type of note



Peri od	1	2	3	4	5	6	7
Start							
Home							
Task							
Asses							
How							

| 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 : <ul style="list-style-type: none"> Distinguish between the types of notes. Known the new type as the time and format. 	Resources (including ICT)
<ul style="list-style-type: none"> Worm up Recap on objectives Ask students to read the types of note. 	Teaching and learning (Including assessment opportunities)	Student Activities	Computer Data sfow The key board The white boards
<ul style="list-style-type: none"> Playing types of note Helping students. Students support. Correct mistakes. 	Lesson Evaluation	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Helping slow learners. Follow up of talented student
		Conclusion	Homework
	<ul style="list-style-type: none"> Students Evaluation. Sing the old songs. 		

Compose Small Song

Period	1	2	3	4	5	6	7
Starts							
Home							
Time							
Work							
Plus							

1 | 2010



Strand	Composing	Indicator	Key vocabulary
Content	Discuss their own and others, compositions, using the musical concepts as a guide. <i>By the end of this lesson the student should be able to :</i> <ul style="list-style-type: none"> • Perform with an awareness of audience • Compose musical pieces combining musical elements within a structure. 		Resources (including ICT)
<p style="text-align: center;">Start</p>			
<ul style="list-style-type: none"> • Explain the objective. • Warm up. • Listen to the recorder they kept of the sequence of sounds they produced in the last session. 	<p style="text-align: center;">Teaching and learning (Including assessment opportunities)</p>		
<p style="text-align: center;">Teacher Activities</p> <ul style="list-style-type: none"> • Play keyboard and Recorder • Divide the class into 4 groups. • Students' supervision. • Explain how to compose the small song. • Students support. 		<p style="text-align: center;">Student Activities</p> <ul style="list-style-type: none"> • Divide the class into 4 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. 	
<p style="text-align: center;">Lesson Evaluation</p>		<p style="text-align: center;">Conclusion</p> <ul style="list-style-type: none"> • Record the students singing and playing. • Assess students. 	
		<p style="text-align: center;">Homework</p>	
		<p style="text-align: center;">Differentiation</p> <p style="text-align: center;"><i>Helping slow learners</i></p>	
		<p style="text-align: center;">The white board</p> <p style="text-align: center;">The key board</p> <p style="text-align: center;">Data show</p> <p style="text-align: center;">Computer</p>	

Song and musical exercise

| 2010

Perf's	1	2	3	4	5	6	7
Ord.							
Sun							
Mon							
Tue							
Wed							
Thu							

Strand	Performing	Indicator	Key vocabulary
Content	Perform a wide range of music by singing and playing individually and in groups.		
Create music for different occasions and sing songs, using recycle instruments.			
By the end of this lesson the student should be able to :			
<ul style="list-style-type: none"> • Sing the new song. • Read the musical exercise. • Play key board the musical exercise. 			
<ul style="list-style-type: none"> • Review the lesson objectives. • Activity to give the students a flavor of the main activity. 			
Start			
Teaching and learning (Including assessment opportunities)			
Teacher Activities		Students Activities	
<ul style="list-style-type: none"> • Read, sing and play keyboard the new song and musical exercise. • Divide the class into two groups. • Students' supervision. • Helping students. • Students support. 		<ul style="list-style-type: none"> • Sing warm up. • Divide the class into two groups. • Group No1 sing the new song • group No2 play key board. • Read the musical exercise. 	
Lesson Evaluation		Conclusion	
Students Evaluation.		Students Evaluation.	
Record the students playing.		Record the students playing.	
The students keep their group notes for next lesson.		The students keep their group notes for next lesson.	
Resources (Including ICT)			
white board Data show computer Recorder			
Differentiation			
Helping slow learners			
Homework			
Play paper key board in their home.			



The Brass Wind Instruments

Peri- od	1	2	3	4	5	6	7
Start							
How							
Time							
Week							
Thru							

| 2010

Strand	Listening	Indicator	Explain why they prefer particular styles and genres of music.	Key vocabulary
Content	<p><i>Listen to music from various styles, and discuss its features and the differences between repertoires.</i></p> <p><i>By the end of this lesson the students should be able to :</i></p> <ul style="list-style-type: none"> • 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. 			 Horn  Trombone  Tuba  Trumpet
Start				
<p>Explain the purpose of the lesson.</p> <ul style="list-style-type: none"> • A warm up. • Review the songs and music rules. 				
Teaching and learning (Including assessment opportunities)				
Teacher Activities		Students Activities		
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Divide the class room into groups. • Sing the song. • Listen to the wood wind Instruments • Answer the questions. • Play Recorder instruments. 			
Lesson Evaluation		Conclusion		
		<ul style="list-style-type: none"> • Assess students learning. 		
Resources (including ICT)				
<p>Computer The key board Data show</p>				
Differentiation				
<p><i>Helping slow learners.</i></p>				
Homework				



Type of note

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

| 2010



Strand	Performing		Key vocabulary
Content	<p>Play a range of music, individually and in groups, using vocal and instrumental sounds to explore musical concepts.</p> <p>Perform a wide range of music by singing and playing individually and in groups.</p>		
<p>By the end of this lesson the student should be able to :</p> <ul style="list-style-type: none"> Distinguish between the types of notes. Known the new type as the time and format. 			
Start			
<ul style="list-style-type: none"> Worm up Recap on objectives Ask students to read the types of note. 			Resources (including ICT)
Teaching and learning (Including assessment opportunities)			
Teacher Activities		Student Activities	
<ul style="list-style-type: none"> Playing types of note Helping students. Students support. Correct mistakes. 	<ul style="list-style-type: none"> Guess the answer. Write the type of note they guess it. Write the new type on the board. Answer questions. Read small musical exercise. 		<p>Computer</p> <p>Data show</p> <p>The key board</p> <p>The white boards</p>
Lesson Evaluation		Conclusion	
	<ul style="list-style-type: none"> Students Evaluation. Sing the old songs. 		<p>Differentiation</p> <ul style="list-style-type: none"> Helping slow learners. Follow up of talented student <p>Homework</p>

Create Musical Exercise

| 2010

Peri od	1	2	3	4	5	6	7
Stu- dent							
Mon-							
Tue-							
Wed-							
Thu-							

Strand	Composing	Indicator	Key vocabulary
Content <i>Organize musical ideas into compositions, demonstrating compositional intentions.</i>	<i>Notate their work using a range of notation, discuss their work and the work of others.</i>	<i>Organize musical ideas into compositions, demonstrating compositional intentions.</i>	
By the end of this lesson the student should be able to :			
<ul style="list-style-type: none"> • 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			
<ul style="list-style-type: none"> • Explain the purpose of the lesson. • Thinking and giving words related to the subject. 			
Teaching and learning (Including assessment opportunities)			
Teacher Activities <ul style="list-style-type: none"> • Play keyboard. • Divide the class into groups. • Students' supervision. • Help the students to compos small musical exercise. • Assess students. 		Students Activities <ul style="list-style-type: none"> • 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			
<ul style="list-style-type: none"> • Record the students singing and playing • Assess students • The students keep their group notes for next lesson. 			
Conclusion			
<ul style="list-style-type: none"> • Record the students singing and playing • Assess students • The students keep their group notes for next lesson. 			
Homework			
<ul style="list-style-type: none"> • Create new song 			
Resources (including ICT)			
<ul style="list-style-type: none"> • The white board • Data show • Computer • Recorder 			
Differentiation			
<ul style="list-style-type: none"> • Helping slow learners 			



Alardah Music Group

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

| 2010



Strand	Listening	Indicator	Key vocabulary	
Content	<p>Explain why they prefer particular styles and genres of music.</p> <p>Identify, discuss and evaluate the use of music in different places and for different purposes.</p> <p>By the end of this lesson the students should be able to:</p> <ul style="list-style-type: none"> • Sing the songs with the music individual and group. • Answer the questions about Alardah music group. 			
Start				
<p>Explain the purpose of the lesson.</p> <ul style="list-style-type: none"> • A warm up. • Ask students some questions the last lesson. 				
Teaching and learning (including assessment opportunities)				
Teacher Activities		Students Activities		
<ul style="list-style-type: none"> • Play keyboard and sing with the students. • Showing presentation about Alardah music group. • Ask students some questions • Arrange groups of students. • Assessment of students. 		<ul style="list-style-type: none"> • Divide the class room into groups. • Sing warm up and songs. • Listen to piece of music. • Answer the questions. 		
Lesson Evaluation				
		<p>Conclusion</p> <ul style="list-style-type: none"> • Assess students learning. • Explain the difference between Alardah and Military music group. 		
Homework				
Helping slow learners.				

Song and playing Musical Exercise

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

| 2010



Strand	Performing	Indicator	Key vocabulary
Content	<p><i>Move into a range of music, individual and groups, as a form of self-expression and to explore musical concepts.</i></p> <p><i>By the end of this lesson the student should be able to :</i></p> <ul style="list-style-type: none"> 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. 	<p><i>Make judgments about their own performance and the performance of others.</i></p>	<p>DATA SHOW ARTS VISITING COMPUTER</p>
	<p>Start</p> <ul style="list-style-type: none"> Explain the objectives Sing (besenalah) song. 		<p>Resources (including ICT)</p> <p>Computer Data show The key boards The white board</p>
	<p>Teaching and learning (Including assessment opportunities)</p> <p>Teacher Activities</p> <ul style="list-style-type: none"> Play keyboard. Read the song's words. Correct mistakes. Helping students. Feed back from the Students to make this lesson better. 	<p>Student Activities</p> <ul style="list-style-type: none"> 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. 	<p>Differentiation</p> <p>1- Helping the lower ability learners. 2- Follow up of talented student</p>
	<p>Lesson Evaluation</p>	<p>Conclusion</p> <ul style="list-style-type: none"> Ask the Students what is the benefit of this lesson? What are the good ideas you get from this lesson were? 	<p>Homework</p>

The Military Music Group

Period	1	2	3	4	5	6	7
Jan							
Nov							
Feb							
Mar							
Apr							

| 2010

Strand	Listening	Indicator	Explain why they prefer particular styles and genres of music.	Key vocabulary
Content	<p>Identify, discuss and evaluate the use of music in different places and for different purposes.</p> <p>By the end of this lesson the students should be able to :</p> <ul style="list-style-type: none"> • Sing the songs with the music individual and group. • Knowledge every thing about the Military music group. 			 <p>Resources (including ICT)</p> <p>Computer The key board Data show</p>
	<p>Start</p> <ul style="list-style-type: none"> • Explain the purpose of the lesson. • A warm up. • Review the songs and music rules. <p>Teaching and learning (Including assessment opportunities)</p> <p>Teacher Activities</p> <ul style="list-style-type: none"> • 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. 			
	<p>Students Activities</p> <ul style="list-style-type: none"> • Divide the class room into groups. • Sing the songs. • Listen to Military music group's music. • Answer the questions. • Play recorder instruments. 			<p>Differentiation</p> <p>Helping slow learners.</p>
	<p>Lesson Evaluation</p> <ul style="list-style-type: none"> • Assess students learning. 			<p>Homework</p>



Repeat Sign

Period	1	2	3	4	5	6	7
Subj							
Mem							
Time							
Used							
Thru							

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.			
<p>By the end of this lesson the student should be able to :</p> <ul style="list-style-type: none"> Distinguish between the types of notes. Known the new type as the time and format. 				
Start				
<ul style="list-style-type: none"> Worm up Recap on objectives Sing the song. 				
Teacher Activities		Student Activities		
<ul style="list-style-type: none"> Sing and read with the students. Playing key board. Helping students. Students support. Correct mistakes. 		<ul style="list-style-type: none"> 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. 		
Lesson Evaluation		Conclusion		
<ul style="list-style-type: none"> Students Evaluation. Sing the old songs. 		Homework		
<p>Resources (including ICT)</p> <p>Computer Data show The key board The white boards</p> <p>Differentiation</p> <ul style="list-style-type: none"> Helping slow learners. Follow up of talented student 				



Review Music Theory

| 2010

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

Strand	Listening	Indicator	Key vocabulary
Content	<p><i>Identify, discuss and evaluate use of music in different places and for different purposes.</i></p> <p><i>By the end of this lesson the students should be able to :</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>Identify how musical concepts and symbols are used in a range of musical styles.</i></p>	 <p>Resources (including ICT)</p> <p>Computer Data show The key board</p>
Teacher Activities	<p>Explain the purpose of the lesson.</p> <ul style="list-style-type: none"> • A warm up. 	<p>Start</p>	<p>Differentiation</p> <p>Helping slow learners.</p>
Student Activities	<p>Sing the songs.</p> <p>Write the notes.</p> <p>Read the exercises.</p> <p>Listen to the wood wind instruments and Brass wind instruments</p> <p>Answer the questions.</p>	<p>Teaching and learning (including assessment opportunities)</p>	<p>Homework</p>
Lesson Evaluation	<p>Review the music theory.</p> <p>Assess student learning.</p>	<p>Conclusion</p>	



Songs and Musical Exercise

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

| 2010

Strand	Performing	Indicator	Key vocabulary
Content	<ul style="list-style-type: none"> Play a range of music, individually and in groups, using vocal and instrumental sounds to explore musical concepts. 	<ul style="list-style-type: none"> Make judgments about their own performance and the performance of others. 	
<p>By the end of this lesson the student should be able to :</p> <ul style="list-style-type: none"> Recognize between the different songs and types of the note. Understands the note after listening it. Playing keyboard. 			
<p>Start</p> <ul style="list-style-type: none"> Explain the purpose of the lesson. A warm up. Review the songs. 			
<p>Teaching and learning (Including assessment opportunities)</p>			
<p>Teacher Activities</p> <ul style="list-style-type: none"> Play keyboard and sing with the students. Ask questions about the musical exercise. Using resources appropriate for the lesson. Assessment of students. 		<p>Student Activities</p> <ul style="list-style-type: none"> Sing the songs. Write the notes. Read the exercise. Try to play key board. 	
<p>Lesson Evaluation</p> <ul style="list-style-type: none"> Sing and play keyboard all together. Assess students learning. 			
		<p>Resources (including ICT)</p> <p>Computer Data show The key board The white board</p>	
		<p>Differentiation</p>	
		<p>Homework</p>	



Review

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

2010



Strand	Listening	Indicator	Key vocabulary
Content	<p><i>Identify, discuss and evaluate use of music in different places and for different purposes</i></p> <p><i>By the end of this lesson the student should be able to :</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>Identify how musical concepts and symbols are used in a range of musical styles.</i></p>	<p>Key vocabulary</p>
	<p>• Explain the purpose of the lesson.</p> <p>• A warm up.</p> <p>• Review the music rules and songs.</p>		<p>Resources (including ICT)</p>
	<p>Teaching and learning (Including assessment opportunities)</p> <p>Teacher Activities</p> <ul style="list-style-type: none"> • Show them the exercises. • Play key board. • Arrange groups of students. • Assessment of students. • Observe the students. 		<p>Computer</p> <p>The key board</p> <p>Data show</p>
	<p>Students Activities</p> <ul style="list-style-type: none"> • Divide the class room into groups • Sing the songs • Write the notes. • Read the exercises. • Play key board. • Answer the questions. 		<p>Differentiation</p> <p>Helping slow learners.</p>
	<p>Lesson Evaluation</p> <ul style="list-style-type: none"> • Review the songs. • Assess students learning. 		<p>Homework</p>



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