



## Bayshore Elementary Specials Outreach Learning

March 30 – April 3, 2020

Hello Bayshore Students and Parents from Mrs. Vargo!

I hope you all are staying healthy and being kind to all of the humans (and pets!) in your household. I miss you all very much. I cannot wait until we are back at Bayshore, but for now we will be learning through some online resources. The best way to reach me will be through my email address: [vargos@lpisd.org](mailto:vargos@lpisd.org) Parents, please understand that your student has music one day a week. They are not required to get on to do their music lesson every day as it is the same lesson for the week. If you want to break it into two different days, you may. Or if students want to return to the lesson to sing along or play activities, they may certainly do that.

If your child receives Special Education, Section 504, or Dyslexia services, services will be addressed weekly by your child's teacher via email. Most students should be able to perform the activities (with some guidance from an older sibling, babysitter, or adult).

Please email me if you have any questions or any problems with the website. Please include your student's name and homeroom teacher or grade. If you have a problem with your technology, please contact the LPISD Technology Dept. at 281-604-7070. If there are any questions, please feel free to email your child's teacher at: [vargos@lpisd.org](mailto:vargos@lpisd.org)

We will be accessing our Quaver Curriculum through the Quaver website.

**Directions to get online to Quaver:**

Type **Quavermusic.com** into your browser.

Click on the green **LOG IN** button on the top right of your screen.

Your **Quaver Name** and **Password** are both: **LaPorte2020**. Click **ENTER**.

Click on **Assignments** (Paper with A+).

Click on your lesson (Look below for your grade level).

Tip: Save your password and web page to your computer for easy access next time!

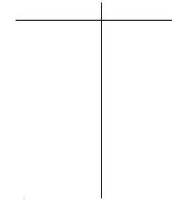
### Grades

Assignments for the week of March 30 – April 3, 2020 are due on Monday, April 6, 2020 by 8:00 a.m.

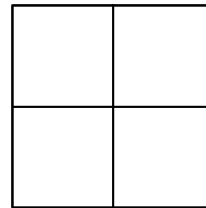
I would like everyone to keep a "Music Journal" during this time. This may look different to each student. It may be an extra notebook, spiral, or composition book you have at home (doesn't even need to be new, a partial one will do) or just a piece of paper each week but keep them together. **Please hold on to it for now.** We will add a page every week. Directions of what you will do on your Journal page will be in the assessment portion below.

Music K-1 <sup>st</sup>	Music 2 <sup>nd</sup> -5 <sup>th</sup>
<p><b>Objective(s):</b>  <b>K-1:</b> The student will be able to identify high sounds and low sounds.  <b>2-5:</b> The student will be able to create and play a found sound.  <b>5 (recorder):</b> The students will be able to play B and A on the recorder.  <b>ELPS: 2F</b>  <b>TEKS:</b> Kindergarten TEKS 1.D, 2.A, 2.C, 2.E  1st Grade TEKS 3.C</p> <p><b>Weekly Activities:</b>  <b>K-1:</b> Click on the lesson titled: High and Low Being Kind Wk 2 (PK-1) then click the green LAUNCH button at the bottom of the screen.</p> <p>On the bottom left of the screen there is a button titled <i>Instructions</i>. Click on that to see what the student is to do on each screen. When you are finished with that screen click the NEXT button at the bottom right of your screen to go to the next screen. You do not have to do the whole lesson in one sitting. You may play or sing each song as often as you like. Look below under assessments to see what to do at the end of music time.</p> <p><b>Assessment(s): See Below.</b></p>	<p><b>Objective(s):</b>  <b>2-5:</b> The student will be able to identify the 4 families in the symphony orchestra.  <b>5 (recorder):</b> The students will be able to play B and A on the recorder.  <b>ELPS: 2F</b>  <b>TEKS:</b> For Grades 2-5: TEKS.1.B, TEKS.5.C</p> <p><b>Weekly Activities:</b>  <b>2-5:</b> Click on the lesson titled: Instrument Families (Grades 2-5) Wk 2 then click the green LAUNCH button at the bottom of the screen.</p> <p>On the bottom left of the screen there is a button titled <i>Instructions</i>. Click on that to see what the student is to do on each screen. When you are finished with that screen click the NEXT button at the bottom right of your screen to go to the next screen. You do not have to do the whole lesson in one sitting. You may play or sing each song as often as you like. Look below under assessments to see what to do at the end of music time.</p> <p><b>5<sup>th</sup> Grade:</b> If you have your recorder at home, you may do the following lesson instead of Instrument Families.  Click on the lesson titled: Recorder-Note G (Grades 3-5) Wk 2 then click the green LAUNCH button at the bottom of the screen.</p> <p>On the bottom left of the screen there is a button titled <i>Instructions</i>. Click on that to see what the student is to do on each screen. You do not have to do the whole lesson in one sitting. You may play or sing each song as often as you like. Look below under assessments to see what to do at the end of music time.</p> <p><b>Assessment(s): See Below.</b></p>

**Assessment(s):**



**K-1:** In your Music Journal or on a piece of paper, make a T chart (just draw a large T) label one side high and one side low. Draw or write things that sound high on the high side or things that sound low on the low side. Examples: someone knocking, someone humming, water dripping, a timer going off.



**2-5:** In your Music Journal or on a piece of paper, draw 2 lines. Put the name of an instrument family in each box. (Strings, Woodwinds, Brass, Percussion) Draw an instrument from each family inside the box. Write the name of the specific instrument. You can go back to one of the slides in the lesson to see an instrument up close.

**5<sup>th</sup>** graders who played their Recorders: Go back to screen 5 (The Glue Blues – Recorder Olympics). Start with the slow tempo. Try to play your notes at the medium tempo or fast tempo. It doesn't count if your notes are not clear and defined (separate). In your Music Journal or on a piece of paper, write which note is easiest to play, B, A or G. Why do you think that is?