



Dover Area School District Curriculum Cover Sheet

Grade: Kindergarten

Subject/Course Title: General Music

Credit: 30 days (40 min classes)

Course Description:

Elementary school general music convenes once every six days, totaling 30 sessions per school year. This course is designed to enhance socialization and to increase sensitivity and imagination through activities such as singing, playing rhythm instruments, movement, and creative expression. Students engage in activities such as listening, analyzing, composing and improvising music.

Instructional Resources:

Silver Burdett Making Music (2005), CD player, MusicPlay Online, MusicK8, Seesaw, Google Slides, YouTube, Chrome Music Lab website, PlayXylo website, various classroom rhythm instruments, boomwhackers, slide whistle, “Carnival of the Animals”, John Feierabend’s First Steps in Classical Music: Keeping the Beat, obstacle course hoops, parachute, scarves, bean bags, small paper plates, finger puppets, popsicle sticks, whiteboards, dry erase markers and erasers, copy paper, colored pencils, and pencils.



DASD Curriculum KUD
Music: Kindergarten

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.	Beat, melodic contour. Musical ideas, movement.	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Move various ways to show the steady beat/no beat. Move various ways to show melodic contour. Compose simple melodic patterns using iconic notation as a class. Improvise melodies (Q/A). Create patterns using loud/soft or picture word rhythms.
MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.	Musical ideas. Iconic notation, recording technology.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Compose and read iconic notation (rhythm patterns). Explore various music technology applications and/or websites when appropriate.
MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Feedback, refine musical ideas.	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher-provided criteria.
MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Performance of musical ideas.	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform a varied repertoire of music utilizing the fundamental music concepts of the kindergarten year.
PERFORMING			
MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.	Personal interest of musical selections.	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	Sing, move, and play instruments.
MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.	Music contrasts (such as high/low, loud/soft, same/different).	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Analyze performances using music contrast terminology.
MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.	Expressive qualities (such as voice quality, dynamics, and tempo), creators' expressive intent.	Performers make interpretive decisions based on their understanding of context and expressive intent.	Demonstrate all 4 voices (sing, shout, whisper, speak).
MU:Pr5.1 : Rehearse, Evaluate and Refine-Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, refine performances. Expressive qualities.	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Evaluate lessons and performances based on teacher feedback.
MU:Pr6.1 : Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression. Performance.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Perform music from a variety of cultures and languages. As an audience, be a good listener.
RESPONDING			

MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Tell or show with movement how music makes them feel.
MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat or melodic direction).	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others. Discuss social, cultural, and historical elements of their music
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive qualities (such as dynamics and tempo), expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc. Demonstrate their ability to use all 4 voices.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Expressive preferences, evaluation of music.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
CONNECTING			
MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they' re from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts.

Kindergarten Music
Unit 1: Beat



Subject: General Music

Grade Level: K

Duration: 3 classes

Key Learning

Exploring ways that we can keep the steady beat through the use of body percussion, classroom instruments and our voice.

Unit Essential Question:

What is a steady beat?

Identified Standards Addressed in the Unit:

MU:Cr1.1.Ka, MU:Cr3.1.Ka, MU:Re7.2.Ka

[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Steady beat
- No beat
- Move to beat
- Play steady beat

Do (Competencies):

- Demonstrate steady beat
- Demonstrate movement to the beat
- Play the steady beat

Unit Key vocabulary

Beat
Steady
Pulse

Sample Unit Activating Strategy

Name something that has a pulse.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is a beat?	How can we move to a steady beat?	How can we play a steady beat with instruments?
Key Lesson Vocabulary	Beat Pulse No beat	Steady Beat Pulse	Steady Beat Pulse
Assessment	Students will show/demonstrate they understand beat.	Students will show/demonstrate they understand how to move to a steady beat.	Students will show/demonstrate they understand how to play a steady beat.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use activating strategy to determine if students have an understanding of a pulse.

Common Summative Assessment:

Assess students' ability to tell when there's a beat and when there's no beat.

Assess students' ability to move to a steady beat.

Assess students' ability to play a steady beat on various classroom instruments.

Unit Success Criteria:

Students will be able to tell when there's a beat and when there's no beat.

Students will be able to show/demonstrate they understand how to move to and play a steady beat.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Multilingual Learners

Advanced Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

Kindergarten Music
Unit 2: Singing/Voice



Subject: General Music

Grade Level: K

Duration: 2 classes

Key Learning Our voice consists of whispering, speaking, singing, shouting.

Unit Essential Question: What is our voice?

Identified Standards Addressed in the Unit:

MU:Pr4.2.Ka, MU:Pr4.3.Ka
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Various ways to use our voice such as whispering, speaking, singing, and shouting.

Do (Competencies):

- Demonstrate the use of our voice through whispering, speaking, singing, and shouting.

Unit Key vocabulary

Whisper
Speaking
Singing
Shouting

Sample Unit Activating Strategy

What voice do you use when you are... at the library? at dinner? in music class? outside at recess?

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Lesson Essential Question	What is our voice?	What are the different ways we can use our voice?	
Key Lesson Vocabulary	Whisper Speaking Singing Shouting	Whisper Speaking Singing Shouting	
Assessment	Students will show/demonstrate they understand their voice.	Students will identify/demonstrate they understand the four different ways we can use our voice.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of different ways to use their voice.

Common Summative Assessment:

*Assess students' ability to show/demonstrate they understand their voice.
Assess students' ability to demonstrate the difference between their various voices.*

Unit Success Criteria:

Students will be able to demonstrate their whispering, speaking, singing, and shouting voices.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Kindergarten Music
Unit 3: Rhythm



Subject: General Music

Grade Level: K

Duration: 3 classes

Key Learning Exploring ways we can understand and create rhythm.

Unit Essential Question: How do I read and write musical sound?

Identified Standards Addressed in the Unit:

MU:Cr1.1.Ka, MU:Cr2.1Ka, MU:Pr.5.1.Ka, MU:Re7.2.Ka
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Know (Concepts):

- Long and short sounds
- One and two sound rhythms (ta and ti ti rhythms)
- Simple rhythm patterns

Do (Competencies):

- Create long and short sounds using body percussion, classroom instruments or voice.
- Read/play rhythms using body percussion and/or classroom instruments.
- Compose & read rhythm patterns using body percussion, classroom instruments or voice.

Unit Key vocabulary Long and short sounds, Compose, Rhythm patterns

Sample Unit Activating Strategy Rhythm echo activity with long and short sounds.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What are rhythm patterns?	How do I read/play rhythm for one and two sounds?	What does it mean to compose music?
Key Lesson Vocabulary	long and short sounds rhythm patterns	long and short sounds rhythm patterns ta ti ti	long and short sounds rhythm patterns improvise compose
Assessment	Students will demonstrate their understanding of long and short sounds by using body percussion or playing the rhythm of words on classroom percussion instruments.	Through classroom activities and discussions, students will demonstrate their understanding of one and two sound rhythm patterns by reading and playing ta and ti ti rhythms.	Through classroom activities and discussions, students will demonstrate their understanding of composing music.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of long and short sounds.

Common Summative Assessment:

Assess students' ability to demonstrate the difference between long and short sounds.

Assess students' ability to demonstrate their understanding of one and two sound rhythm patterns.

Assess students' ability to compose simple rhythms.

Unit Success Criteria:

Students will be able to demonstrate their understanding of long and short sounds by using body percussion or playing the rhythm of words on classroom percussion instruments.

Students will be able to demonstrate their understanding of one and two sound rhythm patterns by reading and playing ta and ti ti rhythms.

Students will be able to demonstrate their understanding of composing simple rhythms using popsicle sticks and/or rhythm cards.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Kindergarten Music
Unit 4: Pitch



Subject: General Music **Grade Level:** K **Duration:** 3 classes

Key Learning Learn that pitch consists of low and high sounds

Unit Essential Question: What is pitch?

Identified Standards Addressed in the Unit:
MU:Cr1.1.Ka, MU:Pr4.2.Ka, MU:Re7.2.Ka
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none">Sounds can either be high or low.	<ul style="list-style-type: none">Describe and demonstrate understanding of high and low sounds.

Unit Key vocabulary High
Low
Pitch

Sample Unit Activating Strategy Play a slide whistle and ask students to move their bodies in the direction that they hear. Show animal pictures (lion/mouse, for example) and ask students which animal makes a high sound and which animal makes a low sound.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is the difference between high and low sounds?	How can I move to show high and low sounds?	How can I demonstrate high and low sounds with my voice and/or on an instrument?
Key Lesson Vocabulary	high low pitch	high low pitch	high low pitch
Assessment	Through various activities in class, students will define high and low terminology.	Through various activities in class, students will identify high and low sounds.	Through various activities in class, students will show/demonstrate they understand how to perform high and low sounds by singing and/or playing instruments.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of high and low sounds.

Common Summative Assessment:

Assess students' ability to demonstrate the difference between high and low sounds.

Assess students' ability to move their hand/body to show high and low sounds.

Assess students' ability to demonstrate high and low sounds with their voice and/or instrument.

Unit Success Criteria:

Students will show/demonstrate they understand high and low sounds by moving their body, singing, and/or playing instruments according to the sounds that they hear.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Multilingual Learners

Advanced Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

Kindergarten Music
Unit 5: Melody



Subject: General Music **Grade Level:** K **Duration:** 2 classes

Key Learning Melody

Unit Essential Question: How do pitches move from one pitch to the next?

Identified Standards Addressed in the Unit:
MU:Cr1.1.Ka, MU:Pr4.2.Ka, MU:Re7.2.Ka, MU:Cn11.0.Ka
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none">• Melody can move up and down (melodic contour).	<ul style="list-style-type: none">• Describe and demonstrate an understanding of melodic contour.

Unit Key vocabulary Pitch
High/medium/low
Upward/downward
Same/different
Melody

Sample Unit Activating Strategy Play examples of two or more pitches to compare them (moving up or down).

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Lesson Essential Question	What is up and down in music?	How can I move and sing to show the direction of the melody?	
Key Lesson Vocabulary	pitch high/medium/low upward/downward same/different melody	pitch high/medium/low upward/downward same/different melody	
Assessment	Through various activities in class, students will show/demonstrate up and down in music.	Through various activities in class, students will show/demonstrate melodic contour.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of music moving up or down.

Common Summative Assessment:

Assess students' ability to show/demonstrate up and down in music.

Assess students' ability to show/demonstrate melodic contour.

Unit Success Criteria:

Students will show/demonstrate melodic contour by moving their hand/body and/or playing an instrument.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Multilingual Learners

Advanced Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

Kindergarten Music
Unit 6: Timbre / Orchestra Families / Carnival of the Animals



Subject:	General Music	Grade Level:	K	Duration:	5 classes
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Key Learning	Timbre is the unique quality of the sound that a musical instrument makes. Like instruments are grouped into families.
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Unit Essential Question:	What is timbre?
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Identified Standards Addressed in the Unit:
MU:Cr1.1.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Re7.1.Ka, MU:Re7.2.Ka, MU:Re8.1.Ka, MU:Re9.1.Ka, MU:Cn10.0.Ka 2014 Music Standards (PK-8 General Music) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none"> Instruments are grouped into families with similar characteristics. Classroom instruments. Instruments that are considered keyboard instruments: piano, harpsichord, organ. 	<ul style="list-style-type: none"> Identify families of instruments (strings, woodwinds, brass and percussion) and individual instruments by sight and sound. Identify classroom instruments by sight and sound (woods, strings, metals, shakers, scrapers) Identify keyboard instruments by sight and sound.

Unit Key vocabulary	Woods Metals Shakers/Scrapers Skins (drums) Timbre Percussion family	Orchestra String family Woodwind family Brass family
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**Sample Unit
Activating
Strategy**

Ask students to name some instruments.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is an orchestra?	What are some common woodwind and brass instruments?	What are some common string and percussion instruments?
Key Lesson Vocabulary	orchestra string family woodwind family brass family percussion family	orchestra woodwind family brass family	woods metals drums shakers/scrapers timbres orchestra string family percussion family
Assessment	Through various activities in class, students can identify an orchestra as a large group of musicians who play a variety of instruments together.	Through various activities in class, students will be able to identify instruments of the woodwind and brass families.	Through various activities in class, students will be able to identify instruments from the string and percussion families.

	<u>Lesson 4</u>	<u>Lesson 5</u>
Duration	2 classes - Carnival of the Animals	
Essential Question	How do the sounds of instruments (timbres) fit the movement of each animal?	
Key Lesson Vocabulary	timbre, orchestra, string family, woodwind family, brass family, percussion family, keyboard instruments	
Assessment	Students will show/demonstrate they understand timbre by moving their bodies to imitate the instruments/music that they hear for each section of Carnival of the Animals.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of instruments.

Common Summative Assessment:

Assess students' ability to identify an orchestra as a large group of musicians who play a variety of instruments together.

Assess students' ability to identify some instruments in the woodwind and brass families.

Assess students' ability to identify some instruments in the string and percussion families.

Assess students' ability to understand timbre by moving their bodies to imitate the instruments/music that they hear for each section of Carnival of the Animals.

Unit Success Criteria:

Students will be able to show an understanding of timbre by recognizing various instruments of the orchestra by sight and sound.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Kindergarten Music
Unit 7: Meter



Subject: General Music

Grade Level: K

Duration: 3 classes

Key Learning Meter

Unit Essential Question: What is meter?

Identified Standards Addressed in the Unit:

MU:Cr1.1.Ka, MU:Cr1.1.Kb, MU:Re7.2.Ka
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Beats can be grouped in 2 and 3.

Do (Competencies):

- Identify when the beats are grouped in 2.
- Identify when the beats are grouped in 3.
- Identify the difference between duple and triple meter.

Unit Key vocabulary

Meter
duple
triple
conductor

Sample Unit Activating Strategy

Use a song in 2/4 to review steady beat. Then play a song in 3/4. Notice how the beat feels different.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is duple meter?	What is triple meter?	What is the difference between duple and triple meter?
Key Lesson Vocabulary	Meter duple conductor	Meter triple conductor	Meter duple triple conductor
Assessment	Students can identify and move to duple meter.	Students can identify and move to triple meter.	Students can identify and move to meter changes in 2 and 3.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of steady beat.

Common Summative Assessment:

Assess students' ability to identify and move to duple meter.

Assess students' ability to identify and move to triple meter.

Assess students' ability to identify and move to meter changes in 2 and 3.

Unit Success Criteria:

Students will be able to understand the difference between songs in 2 and songs in 3.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Multilingual Learners

Advanced Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

Kindergarten Music
Unit 8: Expression



Subject: General Music

Grade Level: K

Duration: 3 classes

Key Learning Expression

Unit Essential Question: How do we use expression in music?

Identified Standards Addressed in the Unit:

MU:Cr3.2.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr4.3.Ka, MU:Pr6.1.Ka, MU:Re7.2.Ka, MU:Re8.1.Ka, MU:Re9.1.Ka, MU:Cn10.0.Ka, MU:Cn11.0.Ka
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Dynamics: loud/soft
- Tempo: fast/slow
- Articulation: smooth/separated (connected/not connected)

Do (Competencies):

- Identify loud and soft dynamics aurally and with movement.
- Identify fast and slow tempos aurally and with movement.
- Identify smooth and separated articulation aurally and with movement.

Unit Key vocabulary

Expression
loud/soft
tempo
fast/slow
smooth/separated (connected/not connected)

**Sample Unit
Activating
Strategy**

Name a loud sound and name a soft sound.
 Display picture of mouse and snail. Which one moves fast? Which one moves slow?
 Play a short phrase smoothly on the piano. Then play another phrase separated. Which phrase was smooth?

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is loud and soft?	What is fast and slow?	What is smooth and separated?
Key Lesson Vocabulary	Expression loud/soft	Expression tempo fast/slow	Expression smooth/separated
Assessment	Students are able to define, aurally identify, and demonstrate dynamics of music as loud or soft.	Students are able to define, aurally identify, and demonstrate tempo of music as fast or slow.	Students are able to define, aurally identify, and demonstrate music as smooth or separated.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

*Use an activating strategy to determine if students have an understanding of loud and soft sounds.
 Use an activating strategy to determine if students have an understanding of fast and slow.
 Use an activating strategy to determine if students have an understanding of smooth and separated.*

Common Summative Assessment:

*Assess students' ability to define, aurally identify, and demonstrate dynamics of music as loud or soft.
 Assess students' ability to define, aurally identify, and demonstrate tempo of music as fast or slow.
 Assess students' ability to define, aurally identify, and demonstrate music as smooth or separated.*

Unit Success Criteria:

Students will be able to understand various ways to show expression in music using loud or soft, fast or slow, and smooth or separated.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multilingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Kindergarten Music
Unit 9: Form



Subject: General Music **Grade Level:** K **Duration:** 3 classes

Key Learning Form

Unit Essential Question: What is form in music?

Identified Standards Addressed in the Unit:
MU:Cr1.1.Ka, MU:Cr1.1.Kb, MU:Pr4.2.Ka, MU:Pr9.1.Ka, MU:Cn11.0.Ka
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none">• Echo (imitation)• Same/different phrases and sections• Long/short phrases• Question/answer phrases	<ul style="list-style-type: none">• Demonstrate understanding of echo (imitation)• Identify and show same and different• Identify and show understanding of long and short phrases• Identify and show understanding of question and answer phrases

Unit Key vocabulary form
echo
same/different
question/answer
long/short
phrases
sections

**Sample Unit
Activating Strategy**

When might you hear an echo?
Is an echo the same or a different response?
If I ask a question, is your response going to be the same or different?

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is an echo?	What are same and different phrases?	What are question and answer phrases?
Key Lesson Vocabulary	echo same different	echo same different phrases	echo same different phrases question answer
Assessment	Students can identify and demonstrate an echo through the use of various classroom activities.	Students can identify and demonstrate same and different phrases through the use of various classroom activities.	Students can identify and demonstrate question and answer phrases through the use of various classroom activities.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of echoes and same and different phrases.

Common Summative Assessment:

*Assess students' ability to identify and demonstrate an echo through the use of various classroom activities.
Assess students' ability to identify and demonstrate same and different phrases through the use of various classroom activities.
Assess students' ability to identify and demonstrate question and answer phrases through the use of various classroom activities.*

Unit Success Criteria:

Students will be able to identify echo, same and different phrases, and question and answer phrases as types of form in music.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multilingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>