

# Kindergarten - Unit 6 (Meter)

Content Area: **Music**  
Course(s): **Music K**  
Time Period: **Generic Time Period**  
Length: **3 Lessons**  
Status: **Published**

## Established Goals/Standards

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MU.K-2.1.3A.2.Cn	Connecting
MU.K-2.1.3A.2.Cr	Creating
MU.K-2.1.3A.2.Pr	Performing
MU.K-2.1.3A.2.Re	Responding
MU.K-2.1.3A.2.Cr1	Generating and conceptualizing ideas.
MU.K-2.1.3A.2.Pr4	Selecting, analyzing, and interpreting work.
MU.K-2.1.3A.2.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-2.1.3A.2.Pr6	Conveying meaning through art.
MU.K-2.1.3A.2.Re7	Perceiving and analyzing products.
MU.K-2.1.3A.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-2.1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
MU.K-2.1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
MU.K-2.1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
MU.K-2.1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
MU.K-2.1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
MU.K-2.1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
MU.K-2.1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
MU.K-2.1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
MU.K-2.1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-2.1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

## Essential Questions

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- How do musicians generate creative ideas?
- How do musicians improve the quality of their performance?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

## **Enduring Understanding**

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- Promote students' understanding of meter by chanting and moving to patterns of two.
- Promote students' understanding of meter by singing and moving to patterns of four.
- Promote students' understanding of meter by singing, chanting, and moving to patterns of three.

## **Purpose**

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- The purpose of this lesson is to promote students' understanding of meter by chanting and moving to patterns of two.
- The purpose of this lesson is to promote students' understanding of meter by singing and moving to patterns of four.
- The purpose of this lesson is to promote students' understanding of meter by singing, chanting, and moving to patterns of three.

## **Key Student Objectives**

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- Chant in patterns of two.
- Name something that comes in a set of four.
- Name something that comes in a set of three.
- Name something that comes in a set of two.
- Perform movements to a song in patterns of three.
- Perform movements to a song in patterns of two.
- Sing a song in patterns of four.
- Sing a song in patterns of three.