

Kindergarten - Unit 2 (Voice)

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

Established Goals/Standards

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.Re7	Perceiving and analyzing products.
MU.K-2.1.3A.2.Re8	Interpreting intent and meaning.
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.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.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
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.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

Essential Questions

- How do musicians make creative decisions?

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- When is a performance judged ready to present?

Enduring Understanding

- Develop students' ability to use their voices in different ways.
- Reinforce students' abilities to use their voices in different ways.
- The purpose of this lesson is to promote students' vocal ability by singing and moving to a variety of songs.

Purpose

- The purpose of this lesson is to develop students' ability to use their voices in different ways.
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Key Student Objectives

- Demonstrate the four ways to use the voice and describe situations in which to use them.
- Demonstrate the voice types with movements in a song.
- Move while singing a variety of songs.
- Name specific situations in which each voice is used.
- Recall that silence is when there is no sound.
- Recall the four ways to use the voice.
- Sing pitches sol and mi in a song.
- Use singing voices to perform a song.
- Use the voice four different ways in one rhyme or song.