

# Kindergarten - Unit 5 (Melody)

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.Cr	Creating
MU.K-2.1.3A.2.Cr1	Generating and conceptualizing ideas.
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.Cr2	Organizing and developing ideas.
MU.K-2.1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
MU.K-2.1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
MU.K-2.1.3A.2.Pr	Performing
MU.K-2.1.3A.2.Pr4	Selecting, analyzing, and interpreting work.
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.Pr6	Conveying meaning through art.
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.Re	Responding
MU.K-2.1.3A.2.Re7	Perceiving and analyzing products.
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.Re8	Interpreting intent and meaning.
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.Re9	Applying criteria to evaluate products.
MU.K-2.1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
MU.K-2.1.3A.2.Cn	Connecting
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.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Essential Questions

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- How do individuals choose music to experience?

- How do performers select repertoire?
- When is creative work ready to share?

## **Enduring Understanding**

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- Develop students' experience with melody by introducing a celebration song through listening and singing.
- Explore how melodic direction affects musical experience.
- Promote students' experience of melodic direction through listening, singing, and moving.

## **Purpose**

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- The purpose of this lesson is to develop students' experience with melody by introducing a celebration song through listening and singing.
- The purpose of this lesson is to explore how melodic direction affects musical experience.
- The purpose of this lesson is to promote students' experience of melodic direction through listening, singing, and moving.

## **Key Student Objectives**

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- Demonstrate melodic direction by singing and moving to a piece of music.
- Describe good melodies as catchy, simple, and easy to remember.
- Recall that there are different kinds of songs, such as celebration songs.
- Recognize that music can go up and down.
- Recognize that notes can go up and down.
- Sing a celebration song.