

# Kindergarten - Unit 11 (Listening)

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.Re	Responding
MU.K-2.1.3A.2.Cr1	Generating and conceptualizing ideas.
MU.K-2.1.3A.2.Cr2	Organizing and developing ideas.
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.Re9	Applying criteria to evaluate 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.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.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.Re9a	Apply personal and expressive preferences in the evaluation of 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.

## Essential Questions

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- How do musicians make meaningful connections to creating, performing, and responding?
- How do performers interpret musical works?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

## Enduring Understanding

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- Discover how to listen for and create musical sounds.
- Distinguish the timbre of singing voices through active listening.
- Recognize the sounds of the woodwind and percussion families.

## **Purpose**

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- The purpose of this lesson is to help students distinguish the timbre of singing voices through active listening.
- The purpose of this lesson is to promote students' ability to listen for and create musical sounds.
- The purpose of this lesson is to strengthen students' listening skills with an emphasis on the sounds of woodwind and percussion instruments.

## **Key Student Objectives**

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- Aurally identify the sound of one woodwind and one percussion instrument.
- Aurally recognize the difference between the woodwind and percussion families.
- Listen and identify the difference between male and female adult and children's singing voices.
- Listen to, clap, and echo simple rhythm patterns using found sound "instruments."
- Recognize that almost any sound can be used in a musical way.