

# Pre-Kindergarten - Unit 1 (Beat)

Content Area: **Music**  
Course(s): **Music PK**  
Time Period: **Generic Time Period**  
Length: **6 Lessons**  
Status: **Published**

## Established Goals/Standards

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MUSC.PK.MU:Cn	Connecting
MUSC.PK.MU:Cn11	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
MUSC.PK.MU:Cn10	Synthesize and relate knowledge and personal experiences to make art.
MUSC.PK.MU:Cn10.0.EQ	How do musicians make meaningful connections to creating, performing, and responding?
MUSC.PK.MU:Cn11.0.EQ	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
MUSC.PK.MU:Cn10.0.EU	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
MUSC.PK.MU:Cn11.0.EU	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
MUSC.PK.MU:Cn10.0.PK.a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MUSC.PK.MU:Cn11.0.PK.a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MUSC.PK.MU:Cr1	Generate and conceptualize artistic ideas and work.
MUSC.PK.MU:Cr2	Organize and develop artistic ideas and work.
MUSC.PK.MU:Cr3	Refine and complete artistic work.
MUSC.PK.MU:Cr	Creating
MUSC.PK.MU:Cr1.1	Imagine
MUSC.PK.MU:Cr2.1	Plan and Make
MUSC.PK.MU:Cr3.1	Evaluate and Refine
MUSC.PK.MU:Cr3.1.EQ	How do musicians improve the quality of their creative work?
MUSC.PK.MU:Cr2.1.EQ	How do musicians make creative decisions?
MUSC.PK.MU:Cr1.1.EQ	How do musicians generate creative ideas?
MUSC.PK.MU:Cr1.1.EU	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
MUSC.PK.MU:Cr2.1.EU	Musicians' creative choices are influenced by their expertise, context, and expressive intent.
MUSC.PK.MU:Cr3.1.EU	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
MUSC.PK.MU:Cr2.1.PK.a	With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).
MUSC.PK.MU:Cr1.1.PK.a	With substantial guidance, explore and experience a variety of music.
MUSC.PK.MU:Cr3.1.PK.a	With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

MUSC.PK.MU:Cr2.1.PK.b	With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.
MUSC.PK.MU:Cr3.2	Present
MUSC.PK.MU:Cr3.2.EQ	When is creative work ready to share?
MUSC.PK.MU:Cr3.2.EU	Musicians' presentation of creative work is the culmination of a process of creation and communication.
MUSC.PK.MU:Cr3.2.PK.a	With substantial guidance, share revised musical ideas with peers.
MUSC.PK.MU:Pr5	Develop and refine artistic techniques and work for presentation.
MUSC.PK.MU:Pr	Performing
MUSC.PK.MU:Pr6	Convey meaning through the presentation of artistic work.
MUSC.PK.MU:Pr4	Select, analyze, and interpret artistic work for presentation.
MUSC.PK.MU:Pr4.1	Select
MUSC.PK.MU:Pr5.1	Rehearse, Evaluate and Refine
MUSC.PK.MU:Pr6.1	Present
MUSC.PK.MU:Pr6.1.EQ	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
MUSC.PK.MU:Pr5.1.EQ	How do musicians improve the quality of their performance?
MUSC.PK.MU:Pr4.1.EQ	How do performers select repertoire?
MUSC.PK.MU:Pr6.1.EU	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
MUSC.PK.MU:Pr4.1.EU	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.
MUSC.PK.MU:Pr5.1.EU	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.
MUSC.PK.MU:Pr5.1.PK.a	With substantial guidance, practice and demonstrate what they like about their own performances.
MUSC.PK.MU:Pr6.1.PK.a	With substantial guidance, perform music with expression.
MUSC.PK.MU:Pr4.1.PK.a	With substantial guidance, demonstrate and state preference for varied musical selections.
MUSC.PK.MU:Pr5.1.PK.b	With substantial guidance, apply personal, peer, and teacher feedback to refine performances.
MUSC.PK.MU:Pr4.2	Analyze
MUSC.PK.MU:Pr4.2.EQ	How does understanding the structure and context of musical works inform performance?
MUSC.PK.MU:Pr4.2.EU	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
MUSC.PK.MU:Pr4.2.PK.a	With substantial guidance, explore and demonstrate awareness of musical contrasts.
MUSC.PK.MU:Pr4.3	Interpret
MUSC.PK.MU:Pr4.3.EQ	How do performers interpret musical works?
MUSC.PK.MU:Pr4.3.EU	Performers make interpretive decisions based on their understanding of context and expressive intent.
MUSC.PK.MU:Pr4.3.PK.a	With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).
MUSC.PK.MU:Re8	Interpret intent and meaning in artistic work.

MUSC.PK.MU:Re7	Perceive and analyze artistic work.
MUSC.PK.MU:Re9	Apply criteria to evaluate artistic work.
MUSC.PK.MU:Re	Responding
MUSC.PK.MU:Re9.1	Evaluate
MUSC.PK.MU:Re7.1	Select
MUSC.PK.MU:Re8.1	Interpret
MUSC.PK.MU:Re7.1.EQ	How do individuals choose music to experience?
MUSC.PK.MU:Re9.1.EQ	How do we judge the quality of musical work(s) and performance(s)?
MUSC.PK.MU:Re8.1.EQ	How do we discern the musical creators' and performers' expressive intent?
MUSC.PK.MU:Re7.1.EU	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
MUSC.PK.MU:Re9.1.EU	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
MUSC.PK.MU:Re8.1.EU	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
MUSC.PK.MU:Re7.1.PK.a	With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.
MUSC.PK.MU:Re8.1.PK.a	With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).
MUSC.PK.MU:Re9.1.PK.a	With substantial guidance, talk about their personal and expressive preferences in music.
MUSC.PK.MU:Re7.2	Analyze
MUSC.PK.MU:Re7.2.EQ	How does understanding the structure and context of music inform a response?
MUSC.PK.MU:Re7.2.EU	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
MUSC.PK.MU:Re7.2.PK.a	With substantial guidance, explore musical contrasts in music.

## Essential Questions

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- Can you describe something in music that can help you in learning to count?
- How do composers generate creative ideas?
- How do you choose the correct tempo for a song?
- Why is a piece of music chosen for a specific occasion?

## Purpose

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- The musical purpose of this lesson is learning to feel, find, and move to the beat in different pieces of music.
- The musical purpose of this lesson is to demonstrate that steady beat can be fast, and steady beat can be slow.
- The musical purpose of this lesson is to establish that music has a steady beat which we can move to and feel.
- The musical purpose of this lesson is to feel, find, and move to fast and slow beats in a variety of

pieces of music.

- The musical purpose of this lesson is to review feeling, finding and moving to the steady beat in a variety of pieces of music.
- The musical purpose of this lesson is to show how music is special, like treasure.

## **Key Student Objectives**

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- Creating slow movements to a slow piece of music.
- Describe three ways music is special (like treasure).
- Feel and move to the steady beat in three pieces of contrasting music.
- Feel, find, and move to the beat in a variety of pieces of music.
- Feeling, finding, and moving to the beat in two pieces of contrasting music.
- Feeling, finding, and moving to the steady beat in a fast piece of music.
- Feeling, finding, and moving to the steady beat in a piece of slow music.
- Learning the phrase of the day: If we can listen, we can learn.
- Learning the phrase of the day: We are all part of the team.
- Move creatively to a variety of different pieces of music.
- Name two ways they can grow smarter.
- Naming two things a good friend would do.
- Recall the phrase of the day, "Rules help us."
- Remember the words "Steady Beat."
- Suggest two ways they can find their way around in school.