Pre-Kindergarten - Unit 2 (High and Low)

Content Area: **Music**
Course(s): **Music PK**
Time Period: **Generic Time Period**
Length: **4 Lessons**
Status: **Published**

Established Goals/Standards

MUSC.PK.MU:Cn11	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
MUSC.PK.MU:Cn	Connecting
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:Cn11.0.EU	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
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.PK.a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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:Cr2	Organize and develop artistic ideas and work.
MUSC.PK.MU:Cr1	Generate and conceptualize artistic ideas and work.
MUSC.PK.MU:Cr	Creating
MUSC.PK.MU:Cr3	Refine and complete artistic work.
MUSC.PK.MU:Cr2.1	Plan and Make
MUSC.PK.MU:Cr3.1	Evaluate and Refine
MUSC.PK.MU:Cr1.1	Imagine
MUSC.PK.MU:Cr2.1.EQ	How do musicians make creative decisions?
MUSC.PK.MU:Cr3.1.EQ	How do musicians improve the quality of their creative work?
MUSC.PK.MU:Cr1.1.EQ	How do musicians generate creative ideas?
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.EU	Musicians' creative choices are influenced by their expertise, context, and expressive intent.
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:Cr1.1.PK.a	With substantial guidance, explore and experience a variety of music.
MUSC.PK.MU:Cr2.1.PK.a	With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).
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:Pr4	Select, analyze, and interpret artistic work for presentation.
MUSC.PK.MU:Pr5	Develop and refine artistic techniques and work for presentation.
MUSC.PK.MU:Pr6	Convey meaning through the presentation of artistic work.
MUSC.PK.MU:Pr	Performing
MUSC.PK.MU:Pr4.1	Select
MUSC.PK.MU:Pr6.1	Present
MUSC.PK.MU:Pr5.1	Rehearse, Evaluate and Refine
MUSC.PK.MU:Pr4.1.EQ	How do performers select repertoire?
MUSC.PK.MU:Pr5.1.EQ	How do musicians improve the quality of their performance?
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.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: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: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: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.a	With substantial guidance, practice and demonstrate what they like about their own performances.
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:Re7	Perceive and analyze artistic work.

MUSC.PK.MU:Re8	Interpret intent and meaning in 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:Re8.1.EQ	How do we discern the musical creators' and performers' expressive intent?
MUSC.PK.MU:Re9.1.EQ	How do we judge the quality of musical work(s) and performance(s)?
MUSC.PK.MU:Re7.1.EQ	How do individuals choose music to experience?
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.EU	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
MUSC.PK.MU:Re9.1.PK.a	With substantial guidance, talk about their personal and expressive preferences in music.
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: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

- How do you choose songs to listen and respond to?
- How does knowing the context for a piece of music help us understand how it is written?
- What might inspire you to write a piece of music?
- When you have several choices for a melody, how would you choose the one you want to use?

Purpose

- The purpose of this lesson is establishing there are high sounds and low sounds.
- The purpose of this lesson is to discover that there are high sounds and low sounds.
- The purpose of this lesson is to introduce and use sol and mi.
- The purpose of this lesson is to recognize how sol and mi can be used to create melodies.

Key Student Objectives

- Describe why sharing spreads happiness.
- Identify high and low objects.
- Identify high and low sounds in a piece of music.
- Identify high and low sounds.
- Learn to say please and thank you.
- Learn two ways to be kind.
- Recognize sol and mi in a song.
- Remember the phrase of the day, "helping others isn't always easy."
- Sing sol and mi in a song.
- Use icons to visually represent sol and mi.
- Use sol and mi icons to create short melodies.