# **Pre-Kindergarten - Unit 9 (Musical Preferences)**

Content Area: Music Course(s): Music PK

Time Period: Generic Time Period

Length: **2 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: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.EQ How do musicians make meaningful connections 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.EU Musicians connect their personal interests, experiences, ideas, and knowledge to 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:Cr2 Organize and develop artistic ideas and work.

MUSC.PK.MU:Cr Creating

MUSC.PK.MU:Cr1 Generate and conceptualize artistic ideas and work.

MUSC.PK.MU:Cr2.1 Plan and Make

MUSC.PK.MU:Cr1.1 Imagine

MUSC.PK.MU:Cr1.1.EQ How do musicians generate creative ideas?

MUSC.PK.MU:Cr2.1.EQ How do musicians make creative decisions?

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: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:Pr6 Convey meaning through the presentation of artistic work.

MUSC.PK.MU:Pr Performing

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:Pr5.1	Rehearse, Evaluate and Refine
MUSC.PK.MU:Pr6.1	Present
MUSC.PK.MU:Pr4.1	Select
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.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: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:Pr4.1.PK.a	With substantial guidance, demonstrate and state preference for varied musical selections.
MUSC.PK.MU:Pr6.1.PK.a	With substantial guidance, perform music with expression.
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:Re9	Apply criteria to evaluate artistic work.
MUSC.PK.MU:Re8	Interpret intent and meaning in artistic work.
MUSC.PK.MU:Re7	Perceive and analyze artistic work.
MUSC.PK.MU:Re	Responding
MUSC.PK.MU:Re8.1	Interpret
MUSC.PK.MU:Re9.1	Evaluate
MUSC.PK.MU:Re7.1	Select
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.EQ	How do individuals choose music to experience?
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.EU	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
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:Re7.1.PK.a	With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.
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 musicians make meaningful connections to creating, performing, and responding?

#### **Purpose**

- The purpose of this lesson is to review musical concepts and select favorite pieces of music.
- The purpose of this lesson is to review musical skills and select favorite pieces of music.

## **Key Student Objectives**

- Discuss how music relates to other subjects.
- Discuss personal and expressive preferences by comparing several pieces of music.
- Explore musical concepts learned this year: creating, listening, reading signs/symbols, and improvising.
- Explore musical concepts learned this year: steady beat, high/low, loud/soft, and same/different.