

Kindergarten - Unit 1 (Beat) (2024 Update)

Content Area: **Music**
Course(s): **Music K**
Time Period: **Generic Time Period**
Length: **3 Lessons**
Status: **Published**

NJ Student Learning Standards

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.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

Unit Summary

The purpose of this unit is to introduce kindergarten students to the music classroom and its rules, discover the presence of beat in music and in the world around us, and to help students feel, identify, and express a steady beat through singing and moving.

- The purpose of this lesson is to discover the presence of beat in music and in the world around us.
- The purpose of this lesson is to help students feel, identify, and express a steady beat through singing and moving.
- The purpose of this lesson is to introduce students to the teacher, and to the music classroom and rules.

Unit Objectives

Students will be able to...

- Define Beat.
- Define Steady Beat.
- Describe the difference between beat and no beat.
- Express steady beat through singing and moving to a song.
- Follow the teacher's movements to music.
- Identify steady beat in music by listening.
- Name one other students in the room.
- Name one real world example of steady beat.
- Name the Quaver Five: Be Safe, Be Polite, Be Responsible, Be Kind, Be Cooperative.

Essential Questions

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response? (Practices: Select, Analyze)
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response? (Practices: Select, Analyze)
- How do musicians generate creative ideas? (Practice: Imagine)
- How do musicians improve the quality of their performance? (Practices: Rehearse, Evaluate, Refine)
- How do musicians make creative decisions? (Practices: Plan, Make)
- How do musicians make meaningful connections to creating, performing, and responding?
(Connecting: Synthesize and relate knowledge and personal experiences to make music.)
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? (Practice: Interconnection)
- How do we discern the musical creators' and performers' expressive intent? (Practice: Interpret)
- How does understanding the structure and context of music inform a response? (Responding: Analyze)
- How does understanding the structure and context of musical works inform performance?
(Performing: Analyze)

Enduring Understanding

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- 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.