

# Oct. K. Music

Content Area: **Music**  
Course(s):  
Time Period: **October**  
Length: **4-5Weeks**  
Status: **Published**

## Unit Overview

---

Creating ★ Connecting ★ Performing ★ Responding

Students will begin exploring the concept of music.

## Enduring Understandings

---

Music is an art form that can be appreciated by all.

## Essential Questions

---

What is music?

## Instructional Strategies & Learning Activities

---

Objectives	Suggested Activities	Evaluations	Resources
Sing 1 a	Continue physically preparing the students for the concept of steady beat, loud vs soft, fast vs. slow	Teacher observation	CD pla
Sing loud and soft	Continue aurally preparing the students for the concept of loud vs soft	Oral/aural assessment	Listeni
Improvise purposeful movement through music	Students identify fast and slow situations in stories, students associate animals as fast or slow	Games	Chants  Piano

<p>Echo rhythm patterns</p> <p>Review the four different types of voices</p>	<p>Identify visual differences and correspond with musical differences</p> <p>Play instruments to the steady beat</p> <p>Begin visually preparing the students for the concept of loud vs soft</p>		<p>Rhythmic</p> <p>Big box</p>
--	--	--	--------------------------------

## **Integration of Career Readiness, Life Literacies and Key Skills**

---

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.3	<p>Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>Brainstorming can create new, innovative ideas.</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> <p>Different types of jobs require different knowledge and skills.</p>

## **Technology and Design Integration**

---

Students will interact with the unit using the Smartboard.

## **Interdisciplinary Connections**

---

DA.K-2.1.1.2.Cr2a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

## **Differentiation**

---

Based on observation, the teacher will differentiate instruction as needed.

## **Standards**

---

## **Modifications & Accommodations**

---

504 and IEP accommodations will be utilized.

## **Benchmark Assessments**

---

Teacher observation and recording of progression of skills

## **Formative Assessments**

---

Teacher observation

Oral/aural assessment

Games

## **Summative Assessments**

---

Teacher observation

Oral/aural assessment

Games

## **Instructional Materials**

---

CD player

Listening examples

Chants and Songs

Piano

Rhythm instruments

Smart Board