

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 |

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|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------|
| <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> |
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Integration of Career Readiness, Life Literacies and Key Skills

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| 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>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> <p>Brainstorming can create new, innovative ideas.</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.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| 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.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