Feb. K. Music:

Content Area: **Music**
Course(s):
Time Period: **February**
Length: **4-5 Weeks**
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	Res
Sing 1 a. Improvise and respond to music through purposeful movement Respond to various meter and tempi changes	Continue physically, visually and aurally preparing the students for the concept of steady beat Continue reviewing the concept of fast and slow by reading Listen to musical examples and determine if it's fast of slow	Teacher observation Oral/aural assessment Games	Rhythn Piano Chants Big bo

	Identify loud and soft sounds Change from loud to soft at signal Sing loud and soft songs Identify loud and soft listening examples Identify sound sung by teachers as smooth and bumpy		CD pla Listeni Smart l

Integration of Career Readiness, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CT	Critical Thinking and Problem-solving
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

Students will interact with the unit using the Smartboard.

Interdisciplinary Connections

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.

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

Rhythmic instruments

Piano

Chants and songs

Big book

CD player

Listening examples

Standards

1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.