

# March K. Music

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

**Unit Overview**

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Creating ★ Connecting ★ Performing ★ Responding

Students will begin exploring the concept of music.

**Enduring Understandings**

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

**Essential Questions**

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What is music?

Instructional Strategies & Learning Activities			
Objectives	Suggested Activities	Evaluations	Resources
Sing 1.a.	Continue physically, aurally and visually preparing the students for the concept of steady beat	Teacher observation	Big book
Perform a dance that has a sequence of steady beat movements	Play classroom instruments	Oral/aural assessment	Piano
Identifying and labeling high and low pitches	Sing songs while walking the steady beat	Games	Chants
	Perform 2 beat ostinatos on 2		Rhythm instrument

Respond to music through purposeful movement 6.b	<p>different parts of their bodies</p> <p>Strike instrument during a song on a selected word to known song</p> <p>Point to pictures repeat 4 beat patterns while singing</p> <p>Identify songs and patterns as alike/not</p> <p>Identify same and different in pictures, timbres, songs and rhythms</p> <p>Identify pictures as alike or not alike</p>		<p>CD pla</p> <p>Smart l</p>
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## Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.1.2.CAP	Career Awareness and Planning
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	Creativity and Innovation
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.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving

TECH.9.4.2.CT.3

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Different types of jobs require different knowledge and skills.

Brainstorming can create new, innovative ideas.

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## **Technology and Design Integration**

Students will interact with the unit using the Smartboard.

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## **Interdisciplinary Connections**

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.

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## **Differentiation**

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

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## **Modifications & Accommodations**

504 and IEP accommodations will be utilized.

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## **Benchmark Assessments**

Teacher observation and recording of progression of skills

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## **Formative Assessments**

Teacher observation

Oral/aural assessment

Games

## **Summative Assessments**

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Teacher observation

Oral/aural assessment

Games

## **Instructional Materials**

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Big book

Piano

Chants and songs

Rhythm and melodic instruments

CD player

## **Standards**

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MU.K-2.1.3A.2.Cn11

Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

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.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
MU.K-2.1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
MU.K-2.1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.