June K. Music:

Content Area: **Music**
Course(s):
Time Period: **June**
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	Res
Move to the steady beat Identifying one and two sounds to a beat using ta and ti-ti Compare differences and similarities between two songs Respond to melodic contour,	Compare two alphabet songs for differences and similarities Using the bells to show high and low pitches in selected songs Continue practicing the concept of short vs long	Teacher observation Oral/aural assessment Games	Piano Bell se Instrun Flashc

patterns and phrases	Identify spoken rhythm patterns Echo clap and visually and aurally identify rhythms in a listening selection Create a picture that identifies one or two sounds to a beat Physically differenciate between high and low pitches		Big bo CD pla Songs Listeni

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
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).
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

Piano

Bell set

Instruments

Flashcards

Big book

CD player

Songs and chants

Listening examples

Standards

1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
1.3A.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.