

# June K. Music:

Content Area: **Music**  
Course(s):  
Time Period: **June**  
Length: **4-5Weeks**  
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
Move to the steady beat	Compare two alphabet songs for differences and similarities	Teacher observation	Piano
Identifying one and two sounds to a beat using ta and ti-ti	Using the bells to show high and low pitches in selected songs	Oral/aural assessment	Bell set
Compare differences and similarities between two songs	Continue practicing the concept of short vs long	Games	Instruments
Respond to melodic contour,			Flashcards

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

## 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.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	Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Different types of jobs require different knowledge and skills.

## 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**

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504 and IEP accommodations will be utilized.

### **Benchmark Assessments**

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Teacher observation and recording of progression of skills

### **Formative Assessments**

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Teacher observation

Oral/aural assessment

Games

### **Summative Assessments**

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Teacher observation

Oral/aural assessment

Games

### **Instructional Materials**

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Piano

Bell set

Instruments

Flashcards

Big book

CD player

Songs and chants

Listening examples

## Standards

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MU.K-2.1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
MU.K-2.1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
MU.K-2.1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
MU.K-2.1.3A.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.