

Grade Level: LPS Music Curriculum: Kindergarten	
Unit Overview and Objective: I can sing.	
Theme(s): Seasonal or calendar-based themes may influence repertoire choices throughout the academic year.	
Essential/Compelling Questions	Create: How do I use my voice to create ideas? Perform: How do musicians improve the quality of a performance? Respond: How do I judge the quality of musical work(s) and performances? Connect: How do musicians make meaningful connections to creating, performing, and responding?
Vocabulary (Essential terms in bold)	Beat: steady pulse in music Pitch: how high or low music sounds Dynamics: how loud or soft music sounds Tempo: how fast or slow music sounds Posture: the way we use our body to support healthy singing or playing Melody: the main musical idea or tune
Teacher Notes	<p>The National Core Arts Standards apply to all grades levels in K-12 music programs. Concepts, skills, and essential questions are concurrent and scaffolded throughout the academic year.</p> <p>As teachers are selecting repertoire, it is recommended that selected music represents a diverse selection of composers, styles, origins, and time periods.</p>
Standards: National Core Arts Standards (2014)	
Create	
Anchor Standard 1: Generate and conceptualize artistic ideas and work Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.	
Perform	
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work.	
Respond	
Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work.	
Connect	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	

Key Concepts/ Content to be addressed:	See Appendix 1	
Instructional Strategies and Skills	Create	
	Explore and experience music concepts, such as steady beat and melodic contour. (MU:Cr1.1.Ka)	Teacher modeling songs, pitch exploration
	With guidance, generate musical ideas, such as movements or motives. (MU:Cr1.1.Kb)	Beat motions/movements with recordings, personalize existing songs, Arioso singing
	Demonstrate and choose favorite musical ideas. (MU:Cr2.1.Ka)	Student-initiated beat motions or movements
	With guidance, organize personal musical ideas using iconic notation and/or recording technology. (MU:Cr2.1.Kb)	Arioso singing, iconic composition
	With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas. (MU:Cr3.1.Ka)	Arioso singing, initiating beat, iconic composition, student-initiated beats
	With guidance, demonstrate a final version of personal musical ideas to peers. (MU:Cr3.2.Ka)	Arioso singing, initiating beat, iconic composition, student-initiated beats
	Perform	
	With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance (MU:Pr4.2.Ka)	Movement/pitch exploration, iconic composition
	With guidance, apply personal, teacher, and peer feedback to refine performances. (MU:Pr5.1.Ka)	Call and Response songs, Kodaly folk songs, varied rote repertoire
	Perform appropriately for the audience. (MU:Pr6.1.Kb)	Concerts, in-class performances, small group work, guided listening
	Respond	
	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. (MU:Re7.2.Ka)	Pitch exploration, playing classroom instruments, singing
	Explore basic locomotor and non-locomotor movements (including but not limited to, walk, run, hop, jump, gallop, slide, skip, bend, twist and sway), traveling forward and backward.	Movement/song games, dance exploration
	With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. (MU:Re8.1.Ka)	Feierabend/Kodaly song tales, finger plays, nursery rhymes, pitch exploration, poems
	Respond (cont.)	

	With guidance, apply personal and expressive preferences in the evaluation of music. (MU:Re9.1.Ka)	Class share, basic compare/contrast music performance videos
	Connect	
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Cn10.0.1a) <i>Retell a personal story through song.</i>	Arioso stories, finger plays, nursery rhymes, pitch exploration
	Demonstrate understanding of relationships between music and the other arts, other disciplines, and daily life (Cn11.0.1a) <i>Recognize that music has been created throughout time.</i>	Sing alongs, concerts
Formative Performance Tasks	Common Rhythmic Assessments (Appendix 2) Common Melodic Assessments (Appendix 2) Kinesthetic Observation Class and Whole School Performances	
Summative Assessment/ Extensions with evidence based claims	Trimester 1	
	Melody: Speaks with inflection.	
	Rhythm: Performs non-beat motions appropriate to text.	
	Audience: Demonstrates musicians' posture.	
	Trimester 2	
	Melody: Uses a singing voice in a group	
	Rhythm: Moves appropriately with group in games and to recorded music.	
	Audience: Appropriately acknowledge performers.	
	Trimester 3	
	Melody: Uses a singing voice alone.	
	Rhythm: Initiates beat for group activities.	
	Audience: Appropriately acknowledges performers.	
Featured Sources	See Appendix 3	