



Kindergarten General Music - Unit 3 - I Like to Move It, Move It!

Unit Focus

Movement is a key component of musical development, because it promotes active bodily involvement that stimulates young children to make connections between sound, movement, and intention. Throughout this unit students will study ways to move their bodies using locomotor and non-locomotor movement. Our young musicians will experience movement with recordings and teacher guidance. Students will move their bodies expressively to connect with the style and mood of the music.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards General Music: K <ul style="list-style-type: none">With guidance, generate musical ideas (such as movements or motives). (MU:Cr1.1.K.b)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.K.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)	<i>Students will be able to independently use their learning to...</i> T1 Capture the feeling or emotional response which an artistic piece elicits. T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 there is a relationship between expression and music. U2 musical expression varies based on genre and culture.	<i>Students will keep considering...</i> Q1 What am I seeing/feeling in this piece? What inferences can I make?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 how to show a connection to music through moving their bodies. K2 movement vocabulary: walk, run, skip, jump, gallop, hop, twirl, pathways	<i>Students will be skilled at...</i> S1 moving their bodies expressively to different music. S2 demonstrating the movement vocabulary terms. S3 mirroring organized movement.