Kindergarten General Music - Unit 1 - Becoming a Vocal Star!

Unit Focus

Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience.

In Kindergarten, students develop an awareness of the elements of music through playful song experiences and creative movement. The sequence begins with opposites and contrasts with kindergarteners, who can identify characteristics and differences more easily when there is a contrast, such as high/low, fast/slow, loud/soft, long/short. In Unit 1, students will discover self-awareness through their singing voice, body awareness and steady beat. Through exploration, students will discover and describe the four voices - singing, speaking, whispering, and shouting.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
General Music: K

- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.0.K.a)
- 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)
- With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. (MU:Pr4.3.K.a)
- With guidance, apply personal, teacher, and peer feedback to refine performances. (MU:Pr5.1.K.a)
- With guidance, perform music with expression. (MU:Pr6.1.K.a)
- With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. (MU:Re7.2.K.a)

Madison Public Schools Profile of a Graduate

- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

Transfer

Students will be able to independently use their learning to...
T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent.
T2 Make appropriate choices as a responsible, respectful participant within a communal artistic experience.

Meaning

Understanding(s)

Students will understand that...
U1 humans are born with an instrument for making music - the voice.
U2 there is an appreciation for a variety of traditions, cultures and backgrounds, connecting students to each other, themselves, and the world.
U3 through music, people express their culture and community.
U4 pitches can be high/low, loud/quiet, and fast/slow.
U5 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.

Essential Question(s)

Students will keep considering...
Q1 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?
Q2 What am I learning by engaging in critique?
Q3 K-3: What does quality look/feel/ sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece?

Stage 1: Desired Results - Key Understandings		
	Acquisition of Knowledge and Skill	
	Knowledge	**Skill(s)**
	Students will know... **K1** how to distinguish between the four voices - singing, speaking, whispering, and shouting. **K2** how to respond to a musical question, using their singing voice. **K3** the definition of pitch. **K4** Music is part of cultural and historical identity.	*Students will be skilled at...* **S1** singing independently and with a group. **S2** exploring pitch, using vocal sliding activities. (glissandi) **S3** hearing sounds that are high/low, loud/ quiet, and fast/slow. **S4** using their singing voice to have a musical conversation.