

General Music Kindergarten: Responding & Connecting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply appropriate musical criteria in order to analyze musical performances. - Students will demonstrate the ability to apply historical, personal, and cultural contexts in order to connect and relate to musical repertoire. <u>Content Standards:</u> National Core Arts Standards – Music - 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. - 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.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to connect music to life.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - musicians' response to and perception of musical works are influenced by their interests, experiences, understandings, and purposes. - through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. - musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTIONS Why should we respect music if we don't like the way it sounds?
	<i>Acquisition</i>	
	<i>Students will know...</i> - that they can move to music. - that breathing and correct posture are part of singing well. - that there are differences between high/low and loud/soft pitches. - that different materials, such as metal and wood, make different sounds. - that music can be responded to in a creative manner. - that they can sing simple songs from memory	<i>Students will be skilled at...</i> - listing personal interests and experiences and demonstrating why they prefer some music selections over others with guidance. - demonstrating how a specific music concept (such as beat or melodic direction) is used in music with guidance. - demonstrating awareness of expressive qualities with guidance (such as dynamics and tempo) that reflect creators'/performers' expressive intent. - applying personal and expressive preferences in

	using their head voice. ● that they can create using singing, speaking, whispering, humming and calling voices. ● that music has melodic contour. ● that there are songs and musical traditions from other cultures. ● that various types of rhythms can be created and played. ● that there is a difference between various vocal and instrumental sounds. ● that they can echo a four beat pattern accurately. ● that rhythms can be played on various instruments. <u>vocabulary:</u> melody, time, space, levels, shape, folk dance terms, arioso, dynamics, steady beat, rhythm and tonal syllables, heavy/light, fast/medium/slow speeds, high/middle/low, same/different, folk song, solo, call and response, repeated tones, echo song, tempo, mood, pattern, voices, rhythm instruments, vocal timbres (man, woman, child)	the evaluation of music with guidance.
Content Area Literacy Standards		21st Century Skills
● NOT APPLICABLE		● <i>reason effectively</i> ● <i>make judgments and decisions</i> ● <i>think creatively</i> ● <i>adapt to change</i> ● <i>work creatively with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	