

General Music Kindergarten: Performing

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze musical notation in order to develop musical literacy. - Students will demonstrate the ability to refine musical concepts in order to convey meaning when performing a varied repertoire. <u>Content Standards:</u> National Core Arts Standards – Music - 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.	<i>Transfer</i>	
	Students will be able to independently use their learning to share their musical experiences with others.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - performers make interpretive decisions based on their understanding of context and expressive intent. - to express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. - musicians judge performance based on criteria that vary according to musical maturity, knowledge and experience.	ESSENTIAL QUESTIONS How does performing make us human?
	<i>Acquisition</i>	
	Students will know... - 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 tempo occurs at different rates. - that music has a beat. - that music can be responded to in a creative manner. - that proper posture in singing/playing is necessary in performing music. - that simple songs can be performed. - that simple rhythms can be improvised. - the difference between various vocal and	Students will be skilled at... - demonstrating and stating personal interest in varied musical selections with guidance. - exploring and demonstrating awareness of music contrasts with guidance (such as high/low, loud/soft, same/different) in a variety of music selected for performance. - demonstrating awareness of expressive qualities with guidance (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. - applying personal, teacher, and peer feedback to refine performances with guidance. - using suggested strategies in rehearsal to improve the expressive qualities of music with guidance. - performing music with expression with guidance.

	instrumental sounds. <i><u>vocabulary:</u></i> arioso, steady beat, range, tempo, same/different, folk song, dynamics, mood, form, pattern, voices (male, female, child), rhythm instruments	• performing appropriately for the audience.
Content Area Literacy Standards		21st Century Skills
• NOT APPLICABLE		• <i>solve problems</i> • <i>be flexible</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	