

General Music Kindergarten: Creating

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to conceive, organize, and develop original musical material in order to convey complete musical concepts. <u>Content Standards:</u> National Core Arts Standards – Music - 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	Transfer	
	Students will be able to independently use their learning to express ideas and emotions through music.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - the creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. - musicians' creative choices are influenced by their expertise, context, and expressive intent. - musicians' presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTIONS What are the different ways to use my voice?
	Acquisition	
	Students will know... - 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. - 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	Students will be skilled at... - exploring and experiencing music concepts with guidance (such as beat and melodic contour). - generating musical ideas with guidance (such as movements or motives). - demonstrating and discussing personal reasons for selecting musical ideas that represent expressive intent with limited guidance. - using iconic or standard notation and/or recording technology to document and organize personal musical ideas with limited guidance. - applying personal, peer, and teacher feedback in refining personal musical ideas with guidance.

	- and played to a steady beat. - that there is a difference between various vocal and instrumental sounds. <u>vocabulary:</u> arioso, dynamics, steady beat, heavy/light, fast/medium/slow speeds, high/middle/low, same/different, folk song, solo, create, call and response, echo song, mood, pattern, speaking, whispering, singing, and calling voice, rhythm instruments, vocal timbres (man, woman, child)	demonstrating a final version of personal musical ideas to peers with guidance.
Content Area Literacy Standards		21st Century Skills
NOT APPLICABLE		<i>make judgments and decisions</i> <i>think creatively</i> <i>communicate clearly</i> <i>be self-directed learners</i> <i>interact effectively 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	