

PRE-K 4 - SEPTEMBER
Unit/Module Scope & Sequence
(Learning to occur with a specific topic/piece of text)

Unit Title:

Singing, Playing and Experiencing Music

Topic: *(Brief Description of Title, what we want the kids to learn)*

A review of last year's concepts and an introduction to reading / following along in music.

Month:

September

Unit Focus Standards: *(Common Core Learning Standards that are focus in the unit.)*

NATIONAL STANDARDS FOR MUSIC EDUCATION:

Standard 1 – Singing and Playing instruments (a-d)
Standard 3 Responding to Music (a-c)
Standard 4 – Understanding Music (a-c)

Overview/Objectives/I Can Statement associated with the Unit/Topic: *(Description of Learning to Occur)*

I can sing a variety of songs and explore my speaking and singing voices.
I can use a variety of classroom instruments in games and to accompany my singing.
I can use their body and classroom instruments to begin to develop a sense of steady beat.
I can connect elements of the music lesson with what I am learning in the regular classroom.

Lessons for the Unit: *Summary of lessons that correlate to the unit*

This Month we will focus specifically on coming to the music room, singing, dancing, playing together and having fun experimenting with music.

We will also be learning to differentiate our speaking voices from our singing voices and begin to be introduced to solfege singing. We will be learning about the difference between beat and rhythm. Students will be working to establish a steady beat through various activities and keep that beat going without teacher assistance.

Students will be introduced to a variety of classroom instruments as they begin to work with the “*The Tap, Shake, and Jingle Rhythm Band Program* (chart and accompanying CD recordings) Curriculum” by Joan Walker.

September Rhythm Band Song:

- ***Let's Ride in a Car***

September Song List:

- ***Hello Everybody***
- ***Here We Are At School today***
- ***I'm So Glad to Be Here***
- ***Pick Up Sticks***
- ***Beat in My Feet***
- ***Johnny Works With One Hammer***
- ***Have You Seen My Egg***
- ***Shake My Sillies Out***
- ***Jump Nyabinghi***
- ***The Turning Song***
- ***My Hands***
- ***I Pull My Ears***
- ***Freeze***

Differentiated Learning Activities: *i.e. Judy Dodge, SIOP etc.*

Content Vocabulary: *(Vocabulary consistent with content/topics learned)*

Speak, sing, high, low, beat, rhythm, rhythm stick, maraca, shakey egg, drum, triangle, tambourine

Assessments: *(i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.)Assessments for this unit*

Through teacher observation:

- **Student ability to maintain a steady beat**
- **Student ability to sing / speak and differentiate between the two**
- **Student ability to correctly identify classroom instruments**
- **Student ability to follow along with the Rhythm Band Chart and play at the appropriate time**
- **Student ability to use instruments properly**

Suggested Resources:

Recordings of all of the songs available on Miss Galvins's i-tunes

Piano

Rhythm Sticks (2 per child)

Rhythm Band Instruments (hand drums, triangle, tambourine, rhythm sticks, etc)

The Tap, Shake, and Jingle Rhythm Band Program (chart and accompanying CD recordings) by Joan Walker