

Pre-K 3 - February
Unit/Module Scope & Sequence
(Learning to occur with a specific topic/piece of text)

Unit Title:

Singing, Playing and Experiencing Music
Valentine's Day Songs

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

Working with music...singing, dancing, instruments, beat and rhythm. Let's see how music can be about a holiday like Valentine's Day...can music show emotion?

Month:

February

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

2017 CORE ARTS STANDARDS:

New York State Learning Standards for the Arts Conceptual Framework			
Shared by All Arts Disciplines			Discipline-Specific Performance Indicators
Artistic Processes	Anchor Standards		
Cr Creating Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.		All Arts Disciplines Performance Indicators are written for each grade level, within each arts discipline: <ul style="list-style-type: none"> • Pre-K – 8 • High School <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced Music Only General Music <ul style="list-style-type: none"> • Pre-K – 8 In additional strands: <ul style="list-style-type: none"> • Harmonizing Instruments, Traditional and Emerging Ensembles <ul style="list-style-type: none"> ○ Novice – Gr 5 ○ Intermediate – Gr 8 • Composition & Theory, Technology <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced
	2. Organize and develop artistic ideas and work.		
	3. Refine and complete artistic work		
Pr Performing Music Dance Theater Realizing artistic ideas and work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.		
	5. Develop and refine artistic techniques and work for presentation.		
	6. Convey meaning through the presentation of artistic work.		
Re Responding Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze artistic work.		
	8. Interpret meaning in artistic work.		
	9. Apply criteria to evaluate artistic work.		
Cn Connecting Relating artistic ideas and work with personal meaning and external context.	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.		
	11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.		

● **COMMON CORE ALIGNMENT – MATH**

Domain	Core Curriculum Standard	Music
Counting & Cardinality	Know number names & counting sequence	Know rhythmic value of notes and rests
Operations & Algebraic Thinking	Represent addition/subtract with objects Generate and analyze patterns	Performance of rhythmic/tonal patterns
Number & Operations-Fractions	Understand fractions as numbers Understand fraction equivalents	
Measurement & Data	Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data	Organize sound over time (rhythmic aspect)
Geometry	Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation	
Ratio & Proportional Relationships	Ratio concepts and use reasoning to solve problems	

● **COMMON CORE ALIGNMENT – ELA:**

Strand	Core Curriculum standard	Music
Reading for Literature	Recount stories, fables, etc. Words/phrases describe rhythm & meaning Overall structure of story Different points of view of characters Identify who is telling story Compare/contrast 2 or more versions of story Determine theme and analyze it's development Compare/contrast written work to media version Make connections between written text and other perspectives	Folk songs (nursery rhymes) Rhythms, patterns, repetition, form
Reading for Information	Questions re: details of text Know/use text features Meaning of domain specific words Describe overall structure of events, ideas, concepts or info Distinguish own point of view Engage in group reading w/purpose & understanding	Critical listening Music specific vocabulary React to music, improvisation Sing and play with others
Reading Foundational Skills	Print concepts Phonological awareness Phonics & word recognition Fluency	Sound production, diction, articulation Lyrics, rhythm
Writing	Write opinion supporting point of view Draw evidence from text for analysis Write information/explanatory texts Production and distribution of writing Short research projects Write to support analysis of topics or text	

	Create text in response to literary work	
Speaking & Listening	Ask/answer questions to clarify comprehension Create multimedia presentation of stories or poems Engage in collaborative discussions Initiate and participate effectively in collaborative work Evaluate speaker's point of view Include multimedia components to clarify information Make strategic use of digital media	Teacher questioning Collaborative discussions Multimedia
Language	Identify connections between words & their use Correct use for frequently confused words Use knowledge of language to write, speak, read, listen Use nuances in word meanings Distinguish shades of meanings Acquire & use domain-specific words and phrases Demonstrate command of conventions of standard English	Musical vocabulary Speak about music

Ways Music Connects to the Weekly Themes and Letters in the Pre-K Classroom

LETTER OF THE WEEK:

- G --- Guitar, Gong
- V --- Violin
- S --- Saxophone

WEEKLY THEME:

- Gums / Dental Health --- *"Brush Your Teeth Song"*
- Valentine – *"Mail Myself To You"* *"One Red Valentine"*
- Dr. Seuss

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 my 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, most notably the rhythm sticks and maraca shaker eggs.

January Song List:

- ***Hello Everybody***
- ***Here We Are At School today***
- ***I'm So Glad to Be Here***
- ***Pick Up Sticks***
- ***One Friend, Two Friends***
- ***Mail Myself to You***
- ***One Red Valentine***
- ***Forever Friends***
- ***Have You Seen My Egg***
- ***Shake My Sillies Out***
- ***Jump Nyabinghi***
- ***The Turning Song***
- ***My Hands***
- ***I Pull My Ears***
- ***Freeze***

See attached for specific lesson plans

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, xylophone, 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 use instruments properly**

Suggested Resources:

Materials and Supplies: Recordings of all of the songs available on Miss Galvins's i-tunes

- Piano
- Rhythm Sticks (2 per child)
- Maraca Eggs (1 per child)
- Tambourines (1 Per child)
- Rainbow Streamers (1 per child)
- Xylophones and Mallets (1 per child)