

Pre-K 3 - January
 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)*

Working with music...singing, dancing, instruments, beat and rhythm.

Month:

January

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)

- **COMMON CORE ALLIGNEMNT – 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 |

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.

November Song List:

- ***Hello Everybody***
- ***Here We Are At School today***
- ***I'm So Glad to Be Here***
- ***Pick Up Sticks***
- ***Blow Wind, Blow***
- ***Freeze and Melt***
- ***5 Little Snowmen***
- ***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

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)

Rainbow Streamers (1 per child)

Xylophones and Mallets (1 per child)