

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

Unit Title:
Singing, Playing and Experiencing Music Spring and Music St. Patrick’s Day Songs and Irish Folk Music

Topic: <i>(Brief Description of Title, what we want the kids to learn)</i>
Working with music...singing, dancing, instruments, beat and rhythm. Let’s see how music can be about a holiday like St. Patrick’s Day. Let’s Explore Irish Folk Music. Let’s explore music about Spring.

Month:
March

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.
			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.

All Arts Disciplines
 Performance Indicators are written for each grade level, within each arts discipline:

- Pre-K – 8
- High School
- HSI – Proficient
 - HSII – Accomplished
 - HSIII – Advanced
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			6.	Convey meaning through the presentation of artistic work.	<p>Music Only General Music</p> <ul style="list-style-type: none"> • Pre-K – 8 <p>In additional strands:</p> <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
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 ALLIGNMENT – 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:

- Q --- _____
- U --- Ukulele

WEEKLY THEME:

- Queens / Kings, Fairytales
- Umbrellas, Weather, Rainbows
- Transportation and Vehicles
- Bunnies

***Special Celebrations: St. Patrick's Day, Easter, Dr. Seuss Read Across America Day

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

I can sing a variety of songs and explore their 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 explore the xylophone through the ***Music For Little Mozarts*** program.

- I can demonstrate high and low sounds on my xylophone
- I can find the groups of two and three black keys on my xylophone
- I can play with proper technique
- I can play steady
- I can follow my music off the Promethean Board without help

I can explore the xylophone through the ***Pre School Prodigies*** program.

- I can demonstrate high and low sounds on my instrument
- I can play with proper technique
- I can play steady
- I can follow my music off the Promethean Board without help
- I can work with the C bell, the "Shh" sound, and the C Major Tonic Chord

I can connect elements of the music lesson with what I am learning in my classroom through co-planning by both the music and general education teachers.

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. This month, we will focus on learning the song, *The Cat and The Mouse* from this program which will introduce us to using the bells. Playing this piece works to reinforce following the composer’s directions in music by using the instrument in the way that the composer indicates.

February Rhythm Band Song:

- ***The Cat and The Mouse***

February Pre-School Prodigies:

- ***Working with the C bell and patterns of long and short sounds***
- ***Working with patterns of “C” and “Shh”***
- ***Playing and identifying the C Major Tonic Chord***
- ***Composing with patterns of C and Shh***

February Song List:

- ***Hello Everybody***
- ***Here We Are At School today***
- ***I’m So Glad to Be Here***
- ***Beat in My Feet***
- ***Shake My Sillies Out***
- ***Jump Nyabinghi***
- ***The Turning Song***
- ***My Hands***
- ***I Pull My Ears***
- ***Freeze***
- ***Michael Finnegan***
- ***Little Leprechaun***
- ***Vivaldi’s “Spring”***

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 (shaken and tapped), bells, xylophone, mallet, black keys, white keys, pitch (specifically the pitches of C, D, and E)

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 follow along with the Xylophone music and play steadily and 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
Music For Little Mozarts Curriculum (Book I) and accompanying Promethean Display Slides

Xylophone and Mallets (1 per child)