

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

Unit Title:

Singing, Playing and Experiencing Music. Welcome to the Xylophone.

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

An introduction to reading / following along in music.

Month:

November

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 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

• **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 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 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.

Students will be introduced to the xylophone as they begin to work with the “***Music for Little Mozarts*** Curriculum (Book I).” Students will explore high and low sounds on the xylophone as well as begin to identify the groups of two and three black keys on the instruments. Students will play short songs using the groups of black keys and will work on proper mallet technique and playing with a steady beat. Students will read xylophone music off of the Promethean Board. Students will also participate in interactive games about rhythm, beat, notation, and xylophone keys through this curriculum.

November Rhythm Band Song:

- ***Let's Hammer***

November 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*
- *Five Little Turkeys*
- *Turkey Wobble*
- *Hello Mr. Turkey*
- *The Pilgrim Song*

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, xylophone, mallet, black keys, white keys,

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)