

Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow



Lesson 1: Fast & Slow	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Kinesthetically prepare <i>Fast & Slow</i>
Introductory Activities	
Listening & Moving	Let's Move! <i>Rondo Alla Turca</i> • Students will move to <i>Rondo Alla Turca</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments – Sing Known Songs Sing Known Songs • <i>Dance Thumbkin Dance</i> • <i>I Had a Silly Chicken</i> • <i>Che Che Koolay</i> • <i>Bee Bee Bumble Bee</i> New Song • <i>All Around the Buttercup</i>
Building Block for Developing Musicianship & Music Literacy Discovering Through Singing & Movement <i>Kinesthetic</i>	Let's Sing and Move: A Performing Adventure <i>Engine Engine No.9</i> • say rhyme and tap beat • tap beat at turtle speed • tap beat at rabbit speed <i>Snail, Snail</i> <i>SeeSaw</i> • sing song and tap beat at turtle speed • sing song and tap beat at rabbit speed <i>Other Known songs and rhymes</i> • <i>I Climbed Up the Apple Tree</i> • <i>Bee Bee Bumble Bee</i> • <i>Bobby Shafto</i> • <i>Bounce High Bounce Low</i> • <i>London Bridge is Falling Down</i> • <i>Hop Ol' Squirrel</i>
	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: High & Low Voice • Practice Writing: High & Low Voice • Practice Improvisation: High & Low Voice

Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow



Summary Activities	
Review the Lesson Outcomes	<i>All Around the Buttercup</i>

Lesson 1 Assessment Rubric	
Student chants/sings and points to an iconic representation of known songs/rhymes at a turtle speed (slow) and rabbit speed (fast)	
Advanced	Student chants/sings and points to an iconic representation of known songs/rhymes at a turtle speed (slow) and rabbit speed (fast) with accuracy.
Proficient	Student chants/sings and points to an iconic representation of known songs/rhymes at a turtle speed (slow) and rabbit speed (fast) mostly accurate.
Basic	Student chants/sings and points to an iconic representation of known songs/rhymes at a turtle speed (slow) and rabbit speed (fast) with limited accuracy and requires some support from the teacher.
Emerging	Student chants/sings and points to an iconic representation of known songs/rhymes at a turtle speed (slow) and rabbit speed (fast) with limited to no accuracy and requires support from the teacher.

§117.103. Music, Kindergarten, Adopted 2013.

1: Foundations: music literacy. The student describes and analyzes musical sounds. The student is expected to:

- (A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices; (B) identify the timbre of adult and child singing voices; (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and
- (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

2: Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- (A) sing or play classroom instruments independently or in groups; (B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups; (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement; (E) perform music using louder/softer and faster/slower

3: Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- (A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and
- (B) identify simple interdisciplinary concepts related to music

4: Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- (A) identify and demonstrate appropriate audience behavior during live or recorded performances;
- (B) identify steady beat in musical performances; and (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.

Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow



Lesson 2: Fast & Slow	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Aurally prepare <i>Fast & Slow</i>
Introductory Activities	
Listening & Moving	Let's Move! <i>Rondo Alla Turca</i> Students will move to <i>Rondo Alla Turca</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments – Sing Known Songs Sing known songs • <i>All Around the Buttercup</i> • <i>Ring Around the Rosie</i> • <i>Johnny Works with One Hammer</i> • <i>I Climbed Up the Apple Tree</i> • <i>Bee Bee Bumble Bee</i> • <i>Bobby Shafto</i> • <i>Bounce High Bounce Low</i> • <i>London Bridge is Falling Down</i> • <i>Hop' Ol Squirrel</i> New Song <i>Bought Me a Cat</i> • Teacher performs song for students, providing a live performance opportunity for students develop proper audience etiquette and how to interact with a performer
Building Block for Developing Musicianship & Music Literacy	Let's Describe What We Hear: A Problem-Solving Adventure <i>Engine Engine No.9</i> • say rhyme and tap beat • tap beat at turtle speed • tap beat at rabbit speed <i>Snail, Snail</i> <i>SeeSaw</i> • sing song and tap beat at turtle speed • sing song and tap beat at rabbit speed Identifying rabbit/turtle speed • Teacher sings/says song/rhymes and students identify the tempo as turtle speed (slow) or rabbit speed (fast)
Discovering Through Inner Hearing	

Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow



	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: High & Low Voices • Practice Writing: High & Low Voices • Practice Improvisation: High & Low Voices
Summary Activities	
Review the Lesson Outcomes	<i>Bought Me a Cat</i>

Lesson 2 Assessment Rubric	
Identify the performance of rabbit speed (fast) and turtle speed (slow)	
Advanced	Student Identifies the performance of rabbit speed (fast) and turtle speed (slow) with accuracy.
Proficient	Student Identifies the performance of rabbit speed (fast) and turtle speed (slow) mostly accurate.
Basic	Student Identifies the performance of rabbit speed (fast) and turtle speed (slow) with limited accuracy and requires some support from the teacher.
Emerging	Student Identifies the performance of rabbit speed (fast) and turtle speed (slow) with limited to no accuracy and requires support from the teacher.

§117.103. Music, Kindergarten, Adopted 2013.

1: Foundations: music literacy. The student describes and analyzes musical sounds. The student is expected to:

(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices; (B) identify the timbre of adult and child singing voices; (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

2: Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing or play classroom instruments independently or in groups; (B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups; (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement; (E) perform music using louder/softer and faster/slower

3: Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

(A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and (B) identify simple interdisciplinary concepts related to music

4: Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(A) identify and demonstrate appropriate audience behavior during live or recorded performances; (B) identify steady beat in musical performances; and (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.

Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow



Lesson 3: Fast & Slow	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Create a visual representation of fast & slow
Introductory Activities	
Listening & Moving	Let's Move! <i>Rondo Alla Turca</i> Students will move to <i>Rondo Alla Turca</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments – Sing Known Songs Sing known songs • <i>Bought Me a Cat</i> Sing known songs/rhymes demonstrating high and low tuneful singing/speaking voices • I climbed Up the Apple Tree • Bee Bee Bumble Bee • Bobby Shafto • Bounce High Bounce Low • London Bridge is Falling Down • Hop Ol' Squirrel Sing known songs/rhymes demonstrating steady beat • I climbed Up the Apple Tree • Bee Bee Bumble Bee • Bobby Shafto • Bounce High Bounce Low • London Bridge is Falling Down • Hop Ol' Squirrel New song <i>Teddy Bear</i> • non locomotive movement activity that demonstrates steady beat and simple phrasing
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Seeing	Let's Represent What We Hear: An Inventing Adventure <i>Engine Engine No.9</i> • tap beat at turtle speed • tap beat at rabbit speed • cut our rabbit and turtle icons • students show when they hear turtle speed (slow) and rabbit speed (fast) ○ <i>Ring Around the Rosie</i> ○ <i>Cobbler Cobbler</i>

Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow



	○ <i>Backe Back Kuchen</i> ○ <i>Teddy Bear</i> ○ <i>Hop Ol' Squirrel</i> ○ <i>Seesaw</i> ○ <i>Bobby Shafto</i> ○ <i>London Bridge</i> ○ <i>I climbed Up the Apple Tree</i> ○ <i>Bee Bee Bumble Bee</i> ○ <i>Engine No.9</i>
	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: High & Low Voices • Practice Writing: High & Low Voices • Practice Improvisation: High & Low Voices
Summary Activities	
Review the Lesson Outcomes	<i>Teddy Bear</i>

Lesson 3 Assessment Rubric

Visually Identify the performance of turtle speed (slow) and rabbit speed (fast) in known songs and rhymes.

Advanced	Student visually Identifies the performance of turtle speed (slow) and rabbit speed (fast) in known songs and rhymes with accuracy.
Proficient	Student visually Identifies the performance of turtle speed (slow) and rabbit speed (fast) in known songs and rhymes mostly accurate.
Basic	Student visually Identifies the performance of turtle speed (slow) and rabbit speed (fast) in known songs and rhymes with limited accuracy and requires some support from the teacher.
Emerging	Student visually Identifies the performance of turtle speed (slow) and rabbit speed (fast) in known songs and rhymes with limited to no accuracy and requires support from the teacher.



Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow

§117.103. Music, Kindergarten, Adopted 2013.

1: Foundations: music literacy. The student describes and analyzes musical sounds. The student is expected to:

(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices; (B) identify the timbre of adult and child singing voices; (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

2: Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing or play classroom instruments independently or in groups; (B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups; (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement; (E) perform music using louder/softer and faster/slower

3: Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

(A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and (B) identify simple interdisciplinary concepts related to music

4: Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(A) identify and demonstrate appropriate audience behavior during live or recorded performances; (B) identify steady beat in musical performances; and (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.

Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow



Lesson 4: Fast & Slow	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Label Fast & Slow
Introductory Activities	
Listening & Moving	Let's Move! <i>Rondo Alla Turca</i> Students will move to <i>Rondo Alla Turca</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments – Sing Known Songs <i>Teddy Bear</i> Let's sing/say songs/rhymes using loud and soft tuneful singing/speaking voices • <i>I Climbed Up the Apple Tree</i> • <i>Bee Bee Bumble Bee</i> • <i>Bobby Shafto</i> • <i>Bounce High Bounce Low</i> • <i>London Bridge is Falling Down</i> • <i>Hop Ol' Squirrel</i> Let's sing/say songs/rhymes using high and low tuneful singing/speaking voices • <i>I Climbed Up the Apple Tree</i> • <i>Bee Bee Bumble Bee</i> • <i>Bobby Shafto</i> • <i>Bounce High Bounce Low</i> • <i>London Bridge is Falling Down</i> • <i>Hop Ol' Squirrel</i> New song <i>Queen Queen Caroline</i> • non locomotive movement activity that demonstrates steady beat and simple phrasing
Building Block for Developing Musicianship & Music Literacy Memorizing Through Performance and Sound Analysis	Let's Represent What We Hear: An Inventing Adventure <i>Engine Engine No.9</i> • tap beat at turtle speed • tap beat at rabbit speed label fast tempo • <i>"In Music, when we speak or sing and tap the beat at rabbit speed, we are using a fast tempo."</i> Label slow tempo • <i>"In Music, when we speak or sing and tap the beat at turtle speed, we are using a slow tempo."</i>

Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow



	Play game • <i>Hop Ol' Squirrel</i> Review label fast tempo • <i>"In Music, when we speak or sing and tap the beat at rabbit speed, we are using a fast tempo."</i> Review Label slow tempo • <i>"In Music, when we speak or sing and tap the beat at turtle speed, we are using a slow tempo."</i> Sing/say songs/rhymes fast and slow • I Climbed Up the Apple Tree • Bee Bee Bumble Bee • Bobby Shafto • Bounce High Bounce Low • London Bridge is Falling Down • Hop Ol' Squirrel
Summary Activities	
Review the Lesson Outcomes	<i>Queen Queen Caroline</i>

Lesson 4 Assessment Rubric

Perform and distinguish between fast and slow tempo while singing and chanting known songs and rhymes.

Advanced	Student performs and distinguish between fast and slow tempo while singing and chanting known songs and rhymes with accuracy.
Proficient	Student performs and distinguish between fast and slow tempo while singing and chanting known songs and rhymes mostly accurate.
Basic	Student performs and distinguish between fast and slow tempo while singing and chanting known songs and rhymes with limited accuracy and requires some support from the teacher.
Emerging	Student performs and distinguish between fast and slow tempo while singing and chanting known songs and rhymes with limited to no accuracy and requires support from the teacher.



Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow

§117.103. Music, Kindergarten, Adopted 2013.

1: Foundations: music literacy. The student describes and analyzes musical sounds. The student is expected to:

(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices; (B) identify the timbre of adult and child singing voices; (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

2: Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:(A) sing or play classroom instruments independently or in groups; (B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups; (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement; (E) perform music using louder/softer and faster/slower

3: Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: (A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and (B) identify simple interdisciplinary concepts related to music

4: Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(A) identify and demonstrate appropriate audience behavior during live or recorded performances;

(B) identify steady beat in musical performances; and(C)compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.

Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow



Lesson 5: Fast & Slow	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Notate Fast & Slow
Introductory Activities	
Listening & Moving	Let's Move! <i>Rondo Alla Turca</i> Students will move to Rondo Alla Turca demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments – Sing Known Songs • <i>Queen Queen Caroline</i> • <i>All Around the Butternut</i> • <i>Bought Me a Cat</i> • <i>Teddy Bear</i> New Song <i>Here We Go Looby Loo</i> • sing song and participate in social-emotional learning activities of communal play, shared space, and taking turns
Building Block for Developing Musicianship & Music Literacy Memorizing Through Performance and Sound Analysis	Let's Represent What We Hear: An Inventing Adventure <i>Engine Engine No.9</i> • tap beat at turtle speed • tap beat at rabbit speed • label fast and point • Write Fast • label slow and point • Write Slow
Summary Activities	
Review the Lesson Outcomes	<i>Here We Go Looby Loo</i>

Sound 2 Symbol Lesson Plan

Kindergarten Unit 5: Fast & Slow



Lesson 5 Assessment Rubric

Perform and distinguish between Fast & Slow while singing and chanting known songs and rhymes.

Advanced	Student performs and distinguish between Fast & Slow while singing and chanting known songs and rhymes with accuracy.
Proficient	Student performs and distinguish between Fast & Slow while singing and chanting known songs and rhymes mostly accurate.
Basic	Student performs and distinguish between Fast & Slow while singing and chanting known songs and rhymes with limited accuracy and requires some support from the teacher.
Emerging	Student performs and distinguish between Fast & Slow while singing and chanting known songs and rhymes with limited to no accuracy and requires support from the teacher.

§117.103. Music, Kindergarten, Adopted 2013.

1: Foundations: music literacy. The student describes and analyzes musical sounds. The student is expected to:

(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices; (B) identify the timbre of adult and child singing voices; (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

2: Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing or play classroom instruments independently or in groups; (B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups; (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement; (E) perform music using louder/softer and faster/slower

3: Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

(A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and (B) identify simple interdisciplinary concepts related to music

4: Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(A) identify and demonstrate appropriate audience behavior during live or recorded performances; (B) identify steady beat in musical performances; and (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.