



Unit 2: Lesson 1 of 5

Teacher:
Date:

Lesson 1: [Let's Sing and Move!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Kinesthetically prepare <i>Quarter Note & Two Eighth Notes</i> - Application of Kindergarten Music Literacy knowledge through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Let's Move! Dance of the Sugar Plum Fairy Students will move to <i>Dance of the Sugar Plum Fairy</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments - Review known song <i>song Snail Snail</i> - Sing Tunefully - Demonstrate Beat - Demonstrate Rhythm - Teach a new song <i>Naughty Kitty Kat</i> through - Performance and sound analysis: Form AABC - Play Game
Building Block for Developing Musicianship & Music Literacy Discovering Through Singing & Movement <i>Kinesthetic</i>	Let's Sing and Move: A Performing Adventure Perform <i>Rain Rain</i> - Sing Tunefully - Demonstrate Beat - Demonstrate Rhythm - Point to Iconic Representation - Simple Partwork - Teacher claps rhythm / Students tap beat - Teacher taps beat / Students clap rhythm - Divide Class into beat & rhythm groups - Perform beat and rhythm on instruments
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below - Game/Creative Movement - Practice Melodic Contour - Practice Beat - Practice High & Low Voices - Practice Loud & Soft
Summary Activities	
Review the Lesson Outcomes	Review <i>Naughty Kitty Kat</i>



Unit 2:

Lesson 1 of 5

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Lesson 1 Assessment Rubric

Sing & Point to an iconic representation of the first phrase of *Rain, Rain*.

Advanced	Student sings on a neutral syllable and points to an iconic representation of Rain, Rain Go Away with accuracy and independently.
Proficient	Student sings on a neutral syllable and points to an iconic representation of Rain, Rain Go Away mostly accurate and independently.
Basic	Student sings on a neutral syllable and points to an iconic representation of Rain, Rain Go Away with limited accuracy and intervention from the teacher.
Emerging	Student sings on a neutral syllable and points to an iconic representation of Rain, Rain Go Away without accuracy requires significant intervention from the teacher.

\$117.106. Music, Grade 1, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

- A. identify the known five voices and adult/children singing voices;
- B. identify visually and aurally the instrument families;
- C. use basic music terminology in describing changes in tempo, including *allegro/largo*, and dynamics, including *forte/piano*; and
- D. identify and label repetition and contrast in simple songs such as *ab*, *aaba*, or *abac* patterns.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and
- B. read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

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

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, 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;
- D. perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
- E. perform music using tempo, including *allegro/largo*, and dynamics, including *forte/piano*.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create short, rhythmic patterns using known rhythms;
- B. create short, melodic patterns using known pitches; and
- C. explore new musical ideas using singing voice and classroom instruments.

[5] 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, patriotic events, folk music, and seasonal music;
- B. identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] 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. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (D) respond verbally or through movement to short musical examples.



Unit 2: Lesson 2 of 5

Teacher:
Date:

Lesson 2: [Let's Investigate What We Hear!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. <i>Aurally Quarter Note & Two Eighth Notes</i> - Application of Kindergarten Music Literacy knowledge through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Let's Move Dance of the Sugar Plum Fairy Students will move to <i>Dance of the Sugar Plum Fairy</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments - Review known song <i>Teddy Bear</i> - Sing Tunefully - Demonstrate Beat - Demonstrate Rhythm - Teach a new song <i>Ducks & Geese</i> through social emotional learning and body awareness activities (communal play)
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Hearing	Let's Describe What We Hear: A Problem-Solving Adventure Perform <i>Rain Rain</i> - Sing Tunefully - Demonstrate Beat - Demonstrate Rhythm - Point to Iconic Representation - Determine number of beats in phrase 1 (4) - Determine beat with the most sounds (3) - Determine number of sounds on beat 3 (2) - Sing Phrase 1, inner hear sounds on beat 2
Enrichment Activity	Teacher Chooses - Game/Creative Movement - Practice Melodic Contour - Practice Beat - Practice High & Low Voices - Practice Loud & Soft
Summary Activities	
Review the Lesson Outcomes	Review <i>Ducks & Geese</i>



Unit 2: ♩ ♪

Lesson 2 of 5

Teacher:
Date:

Lesson 2 Assessment Rubric

Identify and describe the number of sounds on each of the beats for phrase 1 of Rain Rain

Advanced	Student identifies and describes the number of sounds on each of the beats accurately and independently.
Proficient	Student identifies and describes the number of sounds on each of the beats phrase of Rain, Rain Go Away mostly accurate and independently.
Basic	Student identifies and describes the number of sounds on each of the beats phrase of Rain, Rain Go Away with limited accuracy and intervention from the teacher.
Emerging	Student identifies and describes the number of sounds on each of the beats phrase of Rain, Rain Go Away without accuracy requires significant intervention from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

- A. identify the known five voices and adult/children singing voices;
- B. identify visually and aurally the instrument families;
- C. use basic music terminology in describing changes in tempo, including *allegro/largo*, and dynamics, including *forte/piano*; and
- D. identify and label repetition and contrast in simple songs such as *ab*, *aaba*, or *abac* patterns.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and
- B. read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

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

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, 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;
- D. perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
- E. perform music using tempo, including *allegro/largo*, and dynamics, including *forte/piano*.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create short, rhythmic patterns using known rhythms;
- B. create short, melodic patterns using known pitches; and
- C. explore new musical ideas using singing voice and classroom instruments.

[5] 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, patriotic events, folk music, and seasonal music;
- B. identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] 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. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (D) respond verbally or through movement to short musical examples.



Unit 2: ♪ ♫

Lesson 3 of 5

Teacher:
Date:

Lesson 3: [let's Show What We Hear!]	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Aurally prepare <i>Quarter Note & Two Eighth Notes</i> • Application of Kindergarten Music Literacy knowledge through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	Dance of the Sugar Plum Fairy • Students will move to <i>Dance of the Sugar Plum Fairy</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments • Review known song <i>Ducks & Geese</i> ○ Sing Tunefully ○ Demonstrate Beat ○ Demonstrate Rhythm • Teach a new song <i>Cut The Cake</i> through social emotional learning and body awareness activities (communal play)
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Hearing	Perform <i>Rain Rain</i> • Sing Tunefully • Demonstrate Beat • Demonstrate Rhythm • Point to Iconic Representation & review aural awareness • Create a picture of what you inner hear and see • Share representation with a partner
Enrichment Activity	Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Melodic Contour • Practice Beat • Practice High & Low Voices • Practice Loud & Soft
Summary Activities	
Review the Lesson Outcomes	Review <i>Cut the Cake</i>



Unit 2:

Lesson 3 of 5

Teacher:
Date:

Lesson 3 Assessment Rubric

Students creates a picture of the number of sounds on each of the beats for phrase 1 of *Rain, Rain*

Advanced	Students creates a picture of the number of sounds on each of the beats for phrase 1 of <i>Rain, Rain</i> accurately and independently.
Proficient	Students creates a picture of the number of sounds on each of the beats for phrase 1 of <i>Rain, Rain</i> mostly accurate, with minimal redirect from the teacher.
Basic	Students creates a picture of the number of sounds on each of the beats for phrase 1 of <i>Rain, Rain</i> with limited accuracy, and some amount of redirect from the teacher.
Emerging	Students creates a picture of the number of sounds on each of the beats for phrase 1 of <i>Rain, Rain</i> without accuracy requires significant intervention from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

- A. identify the known five voices and adult/children singing voices;
- B. identify visually and aurally the instrument families;
- C. use basic music terminology in describing changes in tempo, including *allegro/largo*, and dynamics, including *forte/piano*; and
- D. identify and label repetition and contrast in simple songs such as *ab*, *aaba*, or *abac* patterns.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and
- B. read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

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

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, 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;
- D. perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
- E. perform music using tempo, including *allegro/largo*, and dynamics, including *forte/piano*.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create short, rhythmic patterns using known rhythms;
- B. create short, melodic patterns using known pitches; and
- C. explore new musical ideas using singing voice and classroom instruments.

[5] 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, patriotic events, folk music, and seasonal music;
- B. identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] 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. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (D) respond verbally or through movement to short musical examples.



Unit 2: Lesson 4 of 5

Teacher:
Date:

Lesson 4: [Labeling Our New Sounds!]	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Label the new element (Quarter Notes & Eighth Notes) (ta tadi)
Introductory Activities	
Listening & Moving	Let's Move Hall of the Mountain King • Students will move to <i>Hall of the Mountain King</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments • Review known song <i>Cut the Cake</i> ○ Sing Tunefully ○ Demonstrate Beat ○ Demonstrate Rhythm • Teach a new song <i>Lemonade</i> through social emotional learning and body awareness activities (communal play)
Building Block for Developing Musicianship & Music Literacy Label the Sound	Let's Label the New Pitch: A Hearing Adventure Perform <i>Rain Rain</i> • Sing Tunefully • Demonstrate Beat • Demonstrate Rhythm • Present ta tadi • Sing phrase 1 with rhythm syllables, call and response with students • Repeat activity, with individuals and groups Perform <i>Bee Bee Bumble Bee</i> • Call and Response activity; teacher sings or says four beat patterns with words, students echo sing with rhythm syllables. ○ <i>Cobbler Cobbler; See Saw; Engine #9; Queen Queen Caroline</i>
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below • Game/Creative Movement • Practice Melodic Contour • Practice Beat • Practice High & Low Voices • Practice Loud & Soft
Summary Activities	
Review the Lesson Outcomes	Review <i>Lemonade</i>



Unit 2: 🎵

Lesson 4 of 5

Teacher:
Date:

Lesson 4 Assessment Rubric

Sing phrase 1 of *Rain Rain* and other songs with rhythm syllables

Advanced	Student sings phrase 1 of <i>Rain Rain</i> and other songs with rhythm syllables accurately and independently.
Proficient	Student sings phrase 1 of <i>Rain Rain</i> and other songs with rhythm syllables mostly accurate, with minimal redirect from the teacher.
Basic	Student sings phrase 1 of <i>Rain Rain</i> and other songs with rhythm syllables with limited accuracy, and some amount of redirect from the teacher.
Emerging	Student sings phrase 1 of <i>Rain Rain</i> and other songs with rhythm syllables without accuracy and requires significant intervention from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

- A. identify the known five voices and adult/children singing voices;
- B. identify visually and aurally the instrument families;
- C. use basic music terminology in describing changes in tempo, including *allegro/largo*, and dynamics, including *forte/piano*; and
- D. identify and label repetition and contrast in simple songs such as *ab*, *aaba*, or *abac* patterns.

[2] Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- A. read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and
- B. read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.

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

- A. sing tunefully or play classroom instruments, including rhythmic and melodic patterns, 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;
- D. perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
- E. perform music using tempo, including *allegro/largo*, and dynamics, including *forte/piano*.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create short, rhythmic patterns using known rhythms;
- B. create short, melodic patterns using known pitches; and
- C. explore new musical ideas using singing voice and classroom instruments.

[5] 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, patriotic events, folk music, and seasonal music;
- B. identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] 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. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (D) respond verbally or through movement to short musical examples.



Unit 2:

Lesson 5 of 5

Teacher:
Date:

Lesson 5: [Notating Our New Sounds!]	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Present the notation (Quarter Notes & Eighth Notes)
Introductory Activities	
Listening & Moving	Let's Move Gravity Falls Students will move Gravity Falls demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments - Review known song <i>Lemonade</i> - Sing Tunefully - Demonstrate Beat - Demonstrate Rhythm - Teach a new song <i>A Tisket A Tasket</i> through social emotional learning and body awareness activities (communal play)
Building Block for Developing Musicianship & Music Literacy Present the Notation	Let's Notate the New Pitch: A Writing Adventure Perform <i>Rain Rain</i> - Sing Tunefully - Demonstrate Beat - Demonstrate Rhythm - Present   - Present Phrase one of <i>Rain Rain</i>     - Read phrase one of <i>Rain Rain</i> with rhythm syllables and notation - Present Stick Notation - Read Phrase 1 & 2 of <i>Rain Rain</i>       - Play <i>Ducks & Geese</i> - Read <i>Rain Rain</i> and other songs from rhythm notation while singing or saying rhythm syllables. <i>Bee Bee Bumble Bee, Doggie Doggie, Queen Queen Caroline, Engine #9</i>
Enrichment Activity	Teacher Chooses Suggested Enrichment Activities listed below - Game/Creative Movement - Practice Melodic Contour - Practice Beat - Practice High & Low Voices - Practice Loud & Soft
Summary Activities	
Review the Lesson Outcomes	Review A Tisket A Tasket



Unit 2:

Lesson 5 of 5

Teacher:
Date:

Lesson 5 Assessment Rubric

Read phrase 1 of *Rain Rain* and other songs from rhythm notation while singing or saying rhythm syllables

Advanced	Student reads phrase 1 of <i>Rain Rain</i> and other songs from rhythm notation while singing or saying rhythm syllables accurately and independently.
Proficient	Student reads phrase 1 of <i>Rain Rain</i> and other songs from rhythm notation while singing or saying rhythm syllables mostly accurate, with minimal redirect from the teacher.
Basic	Student reads phrase 1 of <i>Rain Rain</i> and other songs from rhythm notation while singing or saying rhythm syllables with limited accuracy, and some amount of redirect from the teacher.
Emerging	Student reads phrase 1 of <i>Rain Rain</i> and other songs from rhythm notation while singing or saying rhythm syllables without accuracy and requires significant intervention from the teacher.

§117.106. Music, Grade 1, Adopted 2013.

[1] Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:

- A. identify the known five voices and adult/children singing voices;
- B. identify visually and aurally the instrument families;
- C. use basic music terminology in describing changes in tempo, including *allegro/largo*, and dynamics, including *forte/piano*; and
- D. identify and label repetition and contrast in simple songs such as *ab*, *aaba*, or *abac* patterns.

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- D. perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
- E. perform music using tempo, including *allegro/largo*, and dynamics, including *forte/piano*.

[4] Creative expression. The student creates and explores new musical ideas. The student is expected to:

- A. create short, rhythmic patterns using known rhythms;
- B. create short, melodic patterns using known pitches; and
- C. explore new musical ideas using singing voice and classroom instruments.

[5] 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, patriotic events, folk music, and seasonal music;
- B. identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
- C. identify simple interdisciplinary concepts relating to music.

[6] 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. recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- C. distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (D) respond verbally or through movement to short musical examples.