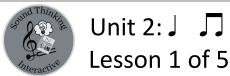


Date:

Teacher:

Lesson 1: [Let's Sing and Move!]	
Objectives The Students will:	 Move and explore. Review singing a known song. Learn a new song. Kinesthetically prepare Quarter Note & Two Eighth Notes 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 Dance of the Sugar Plum Fairy demonstrating recognition of form, phrasing, and beat.
	Core Activities
Performing & Learning Our Songs	Let's Sing & Play Instruments Review known song song Snail Snail Sing Tunefully Demonstrate Beat Demonstrate Rhythm Teach a new song Naughty Kitty Kat through Performance and sound analysis: Form AABC Play Game
Building Block for Developing Musicianship & Music Literacy Discovering Through Singing & Movement Kinesthetic	Let's Sing and Move: A Performing Adventure Perform Rain Rain 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 Tractice Loud & Soft Summary Activities
Davida v Alex I a se	
Review the Lesson Outcomes	Review Naughty Kitty Kat



Date:

Teacher:

Lesson 1 Assessment Rubric	
Sing & Point	t 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;
- 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.