



Unit 2: ♪ ♫  
Lesson 1 of 5

Teacher:  
Date:

<b>Lesson 1: [Let's Sing and Move!]</b>	
Objectives <i>The Students will:</i>	<ul style="list-style-type: none"> <li>• Move and explore.</li> <li>• Review singing a known song.</li> <li>• Learn a new song.</li> <li>• Kinesthetically prepare <i>Quarter Note &amp; Two Eighth Notes</i></li> <li>• Application of Kindergarten Music Literacy knowledge through reading, writing, and improvisation activities.</li> </ul>
Introductory Activities	
Listening & Moving	<b>Let's Move!</b> Dance of the Sugar Plum Fairy <ul style="list-style-type: none"> <li>• Students will move to <i>Dance of the Sugar Plum Fairy</i> demonstrating recognition of form, phrasing, and beat.</li> </ul>
Core Activities	
Performing & Learning Our Songs	<b>Let's Sing &amp; Play Instruments</b> <ul style="list-style-type: none"> <li>• Review known song <i>song Snail Snail</i> <ul style="list-style-type: none"> <li>○ Sing Tunefully</li> <li>○ Demonstrate Beat</li> <li>○ Demonstrate Rhythm</li> </ul> </li> <li>• Teach a new song <i>Naughty Kitty Kat</i> through               <ul style="list-style-type: none"> <li>○ Performance and sound analysis: Form AABC</li> <li>○ Play Game</li> </ul> </li> </ul>
Building Block for Developing Musicianship & Music Literacy  Discovering Through Singing & Movement <i>Kinesthetic</i>	<b>Let's Sing and Move: A Performing Adventure</b> Perform <i>Rain Rain</i> <ul style="list-style-type: none"> <li>• Sing Tunefully</li> <li>• Demonstrate Beat</li> <li>• Demonstrate Rhythm</li> <li>• Point to Iconic Representation</li> <li>• Simple Partwork               <ul style="list-style-type: none"> <li>○ Teacher claps rhythm / Students tap beat</li> <li>○ Teacher taps beat / Students clap rhythm</li> <li>○ Divide Class into beat &amp; rhythm groups</li> <li>○ Perform beat and rhythm on instruments</li> </ul> </li> </ul>
Enrichment Activity	<b>Teacher Chooses</b> Suggested Enrichment Activities listed below <ul style="list-style-type: none"> <li>• Game/Creative Movement</li> <li>• Practice Melodic Contour</li> <li>• Practice Beat</li> <li>• Practice High &amp; Low Voices</li> <li>• Practice Loud &amp; Soft</li> </ul>
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.