



Unit 2: ♩ ♪
Lesson 2 of 5

Teacher:
Date:

Lesson 2: [Let's Investigate What We Hear!]	
Objectives <i>The Students will:</i>	<ul style="list-style-type: none"> • Move and explore. • Review singing a known song. • Learn a new song. • Aurally <i>Quarter Note & Two Eighth Notes</i> • Application of Kindergarten Music Literacy knowledge through reading, writing, and improvisation activities.
Introductory Activities	
Listening & Moving	<p>Let's Move Dance of the Sugar Plum Fairy</p> <ul style="list-style-type: none"> • 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	<p>Let's Sing & Play Instruments</p> <ul style="list-style-type: none"> • Review known song <i>Teddy Bear</i> <ul style="list-style-type: none"> ○ 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	<p>Let's Describe What We Hear: A Problem-Solving Adventure Perform <i>Rain Rain</i></p> <ul style="list-style-type: none"> • 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	<p>Teacher Chooses</p> <ul style="list-style-type: none"> • 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>



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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.