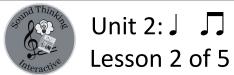


## Date:

Teacher:

Lesson 2: [Let's Investigate What We Hear!]	
Objectives The Students will:	<ul> <li>Move and explore.</li> <li>Review singing a known song.</li> <li>Learn a new song.</li> <li>Aurally Quarter Note &amp; Two Eighth Notes</li> <li>Application of Kindergarten Music Literacy knowledge through reading, writing, and improvisation activities.</li> </ul>
	Introductory Activities
Listening & Moving	<ul> <li>Let's Move</li> <li>Dance of the Sugar Plum Fairy</li> <li>Students will move to Dance of the Sugar Plum Fairy demonstrating recognition of form, phrasing, and beat.</li> </ul>
	Core Activities
Performing & Learning Our Songs	Let's Sing & Play Instruments  Review known song Teddy Bear  Sing Tunefully Demonstrate Beat Demonstrate Rhythm  Teach a new song Ducks & Geese 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 Rain Rain  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 Ducks & Geese



## Date:

Teacher:

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 accuractely 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.