

Sound 2 Symbol Lesson Plan

Kindergarten Unit 1: Tuneful Singing



Lesson 1: Tuneful Singing	
Objectives <i>The Students will:</i>	• Move and explore. • Learn a new songs and rhymes • Kinesthetically prepare Tuneful Singing and speaking voice
Introductory Activities	
Listening & Moving	Let's Move! <i>Uranium Fever</i> Students will move to <i>Uranium Fever</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs Building Block for Developing Musicianship & Music Literacy Discovering Through Singing & Movement <i>Kinesthetic</i>	Let's Sing & Play Instruments <i>Engine Engine #9</i> • Say rhyme and perform locomotive activity (follow the leader) around the room • say rhyme and tap pulse on knees, then try other tapping motions <i>The Train's Off the Tracks</i> • Teacher performs song for students, providing a live performance opportunity for students develop proper audience etiquette and how to interact with a performer Story Book: Engine Engine #9 <i>Johnny Works with One Hammer</i> • tap pulse on toes while teacher sings • sing song and tap pulse, point to icons <i>Bounce High Bounce Low</i> • sing song and participate in Social Emotional Learning activities of using a shared space and communal play • sing song and tap pulse, point to icons
	Teacher Chooses Suggested Enrichment Activities listed below • perform a Warm-up/Move its • read a story • teacher's Choice
Summary Activities	
Review the Lesson Outcomes	<i>Engine Engine #9</i> <i>The Train's Off the Tracks</i> <i>Johnny Works with One Hammer</i> <i>Bounce High Bounce Low</i>

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§117.103. Music, Kindergarten, Adopted 2013.



1: Foundations: music literacy. The student describes and analyzes musical sounds. The student is expected to:

(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices; (B) identify the timbre of adult and child singing voices; (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

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

(A) sing or play classroom instruments 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; (E) perform music using louder/softer and faster/slower

3: 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, folk music, and seasonal music; and (B) identify simple interdisciplinary concepts related to music

4: 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) identify steady beat in musical performances; and (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.

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Kindergarten Unit 1: Tuneful Singing



Lesson 2: Tuneful Singing	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Aurally prepare Tuneful Singing & Speaking Voices
Introductory Activities	
Listening & Moving	Let's Move! <i>Uranium Fever</i> Students will move to <i>Uranium Fever</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Hey Hey Look at Me</i> • sing song and participate in Social Emotional Learning activities of using a shared space and communal play Story Book: I Went Walking <i>Johnny Works with One Hammer</i> • sing song and participate in Social Emotional Learning activities of using a shared space and communal play <i>Engine Engine #9</i> • say rhyme and participate in Social Emotional Learning activities of using a shared space and communal play • say rhyme and tap pulse on knees, then other tapping motions
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Hearing	Let's Describe What We Hear: A Problem-Solving Adventure <i>Engine Engine #9</i> • identify voice used to perform rhyme (speaking voice) <i>Johnny Works with One Hammer</i> • identify voice used to perform song (singing voice) <i>Bounce High Bounce Low</i> • identify voice used to perform song (singing voice)
	Teacher Chooses Suggested Enrichment Activities listed below •perform a Warm-up/Move its •read a story •teacher's Choice

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Summary Activities	
Review the Lesson Outcomes	<i>Johnny Works with One Hammer</i> <i>Bounce High Bounce Low</i>

Lesson 2 Assessment Rubric	
Identify singing voice and speaking voice	
Advanced	Student identifies singing voice and speaking voice performances with accuracy.
Proficient	Student identifies singing voice and speaking voice performances mostly accurate.
Basic	Student identifies singing voice and speaking voice performances with limited accuracy and requires some support from the teacher.
Emerging	Student identifies singing voice and speaking voice performances with limited to no accuracy and requires support from the teacher.

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1: Foundations: music literacy. The student describes and analyzes musical sounds. The student is expected to:

(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices; (B) identify the timbre of adult and child singing voices; (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

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

(A) sing or play classroom instruments 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; (E) perform music using louder/softer and faster/slower

3: 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, folk music, and seasonal music; and (B) identify simple interdisciplinary concepts related to music

4: 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) identify steady beat in musical performances; and (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.

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Kindergarten Unit 1: Tuneful Singing



Lesson 3: Tuneful Singing	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Create a visual representation of Tuneful Singing & Speaking Voices
Introductory Activities	
Listening & Moving	Let's Move! <i>Uranium Fever</i> Students will move to <i>The Duck Dance (Der Ententanz)</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Hey Hey Look at Me</i> • sing song and participate in Social Emotional Learning activities of using a shared space and communal play <i>I Climbed Up the Apple Tree</i> • say rhyme and perform pulse tapping motions Story Book: Eating the Alphabet
Building Block for Developing Musicianship & Music Literacy	Let's Represent What We Hear: An Inventing Adventure <i>Johnny Works with One Hammer</i> • sing song and tap pulse on knees or toes <i>Engine Engine #9</i> • say rhyme and tap pulse on knees or toes <i>Bounce High Bounce Low</i> • sing song and tap pulse on knees or toes
Discovering Through Inner Seeing	Identify speaking voice and tuneful singing voice with student made icons for known songs and rhymes. • <i>I Climbed Up the Apple Tree</i> • <i>Bobby Shafto</i> • <i>Engine Engine #9</i> • <i>Hey Hey Look at Me</i> • <i>Johnny Works with One Hammer</i> • <i>Bounce High Bounce Low</i>
	Teacher Chooses Suggested Enrichment Activities listed below •perform a Warm-up/Move its •read a story •teacher's Choice
Summary Activities	

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Kindergarten Unit 1: Tuneful Singing



Review the Lesson Outcomes	<i>I Climbed Up the Apple Tree</i>
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Lesson 3 Assessment Rubric

Identify tuneful singing and speaking voice performances.

Advanced	Student Creates a representation of tuneful singing voice and speaking voice performances with accuracy.
Proficient	Student Creates a representation of tuneful singing voice and speaking voice performances mostly accurate.
Basic	Student Creates a representation tuneful singing voice and speaking voice performances with limited accuracy and requires some support from the teacher.
Emerging	Student Creates a representation of tuneful singing voice and speaking voice performances with limited to no accuracy and requires support from the teacher.

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(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices; (B) identify the timbre of adult and child singing voices; (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

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

(A) sing or play classroom instruments 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; (E) perform music using louder/softer and faster/slower

3: Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

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4: 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) identify steady beat in musical performances; and (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.

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Kindergarten Unit 1: Tuneful Singing



Lesson 4: Tuneful Singing	
Objectives <i>The Students will:</i>	- Move and explore. - Review singing a known song. - Learn a new song. - Label loud and soft
Introductory Activities	
Listening & Moving	Let's Move! <i>Carnavalito</i> Students will move to <i>Carnavalito</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments <i>Engine Engine #9</i> - say rhyme and participate in Social Emotional Learning activities of using a shared space and communal play <i>Hey Hey Look at me</i> - sing <i>song</i> and participate in Social Emotional Learning activities of using a shared space and communal play <i>Bounce High Bounce Low</i> - sing <i>song</i> and participate in Social Emotional Learning activities of using a shared space and communal play <i>Starlight Starbright</i> - sing new song Storybook: Stella Luna
Building Block for Developing Musicianship & Music Literacy	<i>Johnny Works With One Hammer</i> - sing song and tap pulse on knees or toes and point to icons <i>Engine #9</i> - say rhyme and tap pulse on knees or toes and point to icons - label speaking voice <i>Bounce High Bounce Low</i> - sing song and tap pulse on knees or toes and point to icons - label tuneful singing voice Present Tuneful Singing Voice Present Speaking Voice
Memorizing Through Performance and Sound Analysis	Initial Practice - Perform Tuneful Singing Voice and Speaking voices with known songs and rhymes <i>I Climbed Up the Apple Tree</i> <i>Bobby Shafto</i> <i>Engine #9</i> <i>Hey Hey Look at Me</i>

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	○ <i>Johnny Works with One Hammer</i> ○ <i>Bounce High Bounce Low</i>
Summary Activities	
Review the Lesson Outcomes	<i>Starlight Starbright</i>

Lesson 4 Assessment Rubric

Identify and perform tuneful singing and speaking voice

Advanced	Student Identifies and perform tuneful singing and speaking voice with accuracy.
Proficient	Student Identifies and perform tuneful singing and speaking voice mostly accurate.
Basic	Student Identifies and perform tuneful singing and speaking voice with limited accuracy and requires some support from the teacher.
Emerging	Student Identifies and perform tuneful singing and speaking voice with limited to no accuracy and requires support from the teacher.

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