

Sound 2 Symbol Lesson Plan

Kindergarten Unit 2: Loud & Soft



Lesson 1: Loud & Soft	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Kinesthetically prepare <i>Loud & Soft</i>
Introductory Activities	
Listening & Moving	Let's Move! <i>The Duck Dance (Der Ententanz)</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 – Sing Known Songs <i>Bobby Shafto</i> • sing song • sing and tap pulse on knees • sing and follow the leader around the room • sing and improvise tapping motions New Song <i>Hop ol' Squirrel</i> • sing song and participate in social-emotional learning activities of communal play, shared space, and taking turns
Building Block for Developing Musicianship & Music Literacy Discovering Through Singing & Movement <i>Kinesthetic</i>	Let's Sing and Move: A Performing Adventure Perform <i>Bounce High Bounce Low</i> • sing song and tap pulse on knees • sing song, point to sun icons on the board using a daytime (loud) voice • Sing song, point to the crescent moon icons on the board using a nighttime (soft) voice • Perform known songs and chants with daytime (loud) and nighttime (soft) voice ○ <i>Teddy Bear</i> ○ <i>Hop Ol' Squirrel</i> ○ <i>See Saw</i> ○ <i>Bobby Shafto</i> New Song <i>Snail Snail</i> • sing and play follow the leader game
	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: Tuneful Singing

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	• Practice Writing: Tuneful Singing • Practice Improvisation: Tuneful Singing
Summary Activities	
Review the Lesson Outcomes	<i>Hop Ol' Squirrel</i> <i>Snail Snail</i>

Lesson 1 Assessment Rubric

Sing & Point to an Iconic representation of *Bounce High Bounce Low of daytime and nighttime voices*.

Advanced	Student sings and points to an iconic representation of Bounce High Bounce Low using a daytime voice and nighttime voice with accuracy.
Proficient	Student sings and points to an iconic representation of Bounce High Bounce Low using a daytime voice and nighttime voice mostly accurate.
Basic	Student sings and points to an iconic representation of Bounce High Bounce Low using a daytime voice and nighttime voice with limited accuracy and requires some support from the teacher.
Emerging	Student sings and points to an iconic representation of Bounce High Bounce Low using a daytime voice and nighttime voice with limited to no accuracy and requires support from the teacher.

§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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Lesson 2: Loud & Soft	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Aurally prepare <i>Loud and Soft</i>
Introductory Activities	
Listening & Moving	Let's Move! <i>The Duck Dance (Der Ententanz)</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 – Sing Known Songs <i>Hop Ol' Squirrel</i> • sing song <i>Bobby Shafto</i> • sing song <i>Snail Snail</i> • sing song New Song <i>Cobbler Cobbler</i> • sing song and participate in non-locomotive pre-beat activities • sing song and participate in locomotive pre-beat activities
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Hearing	Let's Describe What We Hear: A Problem-Solving Adventure Perform <i>Bounce High Bounce Low</i> • sing song and tap pulse on knees • sing song, point to sun icons on the board using a daytime (loud) voice • Sing song, point to the crescent moon icons on the board using a nighttime (soft) voice • Perform known songs and chants with daytime (loud) and nighttime (soft) voice • Teacher sings and chants songs and rhymes, students identify daytime (loud) and nighttime (soft) performances ○ <i>Teddy Bear</i> ○ <i>Hop Ol' Squirrel</i> ○ <i>See Saw</i> ○ <i>Bobby Shafto</i> ○ <i>Snail, Snail</i> ○ <i>Cobbler Cobbler</i> • sing and play follow the leader game

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	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: Tuneful Singing • Practice Writing: Tuneful Singing • Practice Improvisation: Tuneful Singing
Summary Activities	
Review the Lesson Outcomes	<i>Hop Ol' Squirrel</i> <i>Snail Snail</i>

Lesson 2 Assessment Rubric

Identify daytime (loud) and nighttime (soft) performances.

Advanced	Student Identifies daytime (loud) and nighttime (soft) performances with accuracy.
Proficient	Student Identifies daytime (loud) and nighttime (soft) performances mostly accurate.
Basic	Student Identifies daytime (loud) and nighttime (soft) performances with limited accuracy and requires some support from the teacher.
Emerging	Student Identifies daytime (loud) and nighttime (soft) performances with limited to no accuracy and requires support from the teacher.

§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 2: Loud & Soft



Lesson 3: Loud & Soft	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Create a visual representation of loud and soft
Introductory Activities	
Listening & Moving	Let's Move! <i>The Duck Dance (Der Ententanz)</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 – Sing Known Songs <i>Cobbler Cobbler</i> • sing song <i>I Climbed Up the Apple Tree</i> • sing song <i>Hop Ol' Squirrel</i> • sing song New Song <i>Little Sally Walker</i> • Sing song and participate in Social Emotional Learning activities of using a shared space and communal play.
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Seeing	Let's Represent What We Hear: An Inventing Adventure Perform <i>Bounce High Bounce Low</i> • sing song and tap pulse on knees • sing song, point to sun icons on the board using a daytime (loud) voice • Sing song, point to the crescent moon icons on the board using a nighttime (soft) voice • Perform known songs and chants with daytime (loud) and nighttime (soft) voice • Teacher sings and chants songs and rhymes, students identify daytime (loud) and nighttime (soft) performances by raising hand made visuals of daytime (loud) and nighttime (soft). ○ <i>Teddy Bear</i> ○ <i>Hop Ol' Squirrel</i> ○ <i>See Saw</i> ○ <i>Bobby Shafto</i> ○ <i>Snail, Snail</i> ○ <i>Cobbler Cobbler</i> • sing and play follow the leader game

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	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: Tuneful Singing • Practice Writing: Tuneful Singing • Practice Improvisation: Tuneful Singing
Summary Activities	
Review the Lesson Outcomes	<i>Little Sally Walker</i>

Lesson 3 Assessment Rubric

Identify daytime (loud) and nighttime (soft) performances.

Advanced	Student Creates a representation of daytime (loud) and nighttime (soft) performances with accuracy.
Proficient	Student Creates a representation of daytime (loud) and nighttime (soft) performances mostly accurate.
Basic	Student Creates a representation of daytime (loud) and nighttime (soft) performances with limited accuracy and requires some support from the teacher.
Emerging	Student Creates a representation of daytime (loud) and nighttime (soft) performances with limited to no accuracy and requires support from the teacher.

§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;

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(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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Lesson 4: Loud & Soft	
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>Troika</i> Students will move to <i>Troika</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments – Sing Known Songs <i>Little Sally Walker</i> • sing song <i>Starlight Starbright</i> • sing song New Song <i>Charlie Over the Ocean</i> • Sing song and participate in Social Emotional Learning activities of using a shared space and communal play.
Building Block for Developing Musicianship & Music Literacy Memorizing Through Performance and Sound Analysis	Let's Represent What We Hear: An Inventing Adventure Perform <i>Bounce High Bounce Low</i> • sing song and tap pulse on knees • sing song, point to sun icons on the board using a daytime (loud) voice • Sing song, point to the crescent moon icons on the board using a nighttime (soft) voice • Perform known songs and chants with daytime (loud) and nighttime (soft) voice • Teacher Labels Loud & Soft "In music, when we use our nighttime singing voice, we call that our soft singing voice." "In music, when we use our daytime singing voice, we call that our loud singing voice." New Game <i>Snail Snail</i> • Sing song and play game Labeling loud & soft • Sing songs and rhymes using loud and soft singing and speaking voices ○ <i>Bounce High Bounce Low</i>

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	○ <i>Cobbler, Cobbler</i> ○ <i>Snail, Snail</i> ○ <i>Teddy Bear</i> ○ <i>Hop Ol' Squirrel</i> ○ <i>See Saw</i> ○ <i>Bobby Shafto</i>
	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: Tuneful Singing • Practice Writing: Tuneful Singing • Practice Improvisation: Tuneful Singing
Summary Activities	
Review the Lesson Outcomes	<i>Charlie Over the Ocean</i>

Lesson 4 Assessment Rubric

Identify daytime (loud) and nighttime (soft) performances.

Advanced	Student Performs daytime (loud) and nighttime (soft) performances with accuracy.
Proficient	Student Performs daytime (loud) and nighttime (soft) performances mostly accurate.
Basic	Student Performs daytime (loud) and nighttime (soft) performances with limited accuracy and requires some support from the teacher.
Emerging	Student Performs daytime (loud) and nighttime (soft) performances with limited to no accuracy and requires support from the teacher.

§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

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(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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Lesson 5: Loud & Soft	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Notate Loud and Soft
Introductory Activities	
Listening & Moving	Let's Move! <i>Troika</i> Students will move to <i>Troika</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments – Sing Known Songs <i>Charlie Over the Ocean</i> • sing song <i>Snail, Snail</i> • sing song <i>Hop Ol' Squirrel</i> • sing song <i>Star light Star bright</i> • sing song New Song <i>Where is Thumbkin</i> • Sing song and participate in Social Emotional Learning activities of using a shared space and communal play.
Building Block for Developing Musicianship & Music Literacy Memorizing Through Performance and Sound Analysis	Let's Represent What We Hear: An Inventing Adventure Perform <i>Bounce High Bounce Low</i> • sing song and tap pulse on knees • sing song, point to sun icons on the board using a daytime (loud) voice • Sing song, point to the crescent moon icons on the board using a nighttime (soft) voice • Perform known songs and chants with daytime (loud) and nighttime (soft) voice • Teacher Labels Loud & Soft "In music, when we use our nighttime singing voice, we call that our soft singing voice." "In music, when we use our daytime singing voice, we call that our loud singing voice." Notating loud & soft • Write Loud and Soft

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	- Sing songs and rhymes using loud and soft singing and speaking voices <i>Bounce High Bounce Low</i> <i>Cobbler, Cobbler</i> <i>Snail, Snail</i> <i>Teddy Bear</i> <i>Hop Ol' Squirrel</i> <i>See Saw</i> <i>Bobby Shafto</i>
	Teacher Chooses Suggested Enrichment Activities listed below - Creative Movement/Play Game - Practice Reading: Tuneful Singing - Practice Writing: Tuneful Singing - Practice Improvisation: Tuneful Singing
Summary Activities	
Review the Lesson Outcomes	<i>Charlie Over the Ocean</i>

Lesson 5 Assessment Rubric

Identify daytime (loud) and nighttime (soft) performances.

Advanced	Student Performs daytime (loud) and nighttime (soft) performances with accuracy.
Proficient	Student Performs daytime (loud) and nighttime (soft) performances mostly accurate.
Basic	Student Performs daytime (loud) and nighttime (soft) performances with limited accuracy and requires some support from the teacher.
Emerging	Student Performs daytime (loud) and nighttime (soft) performances with limited to no accuracy and requires support from the teacher.

§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

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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.