

Sound 2 Symbol Lesson Plan

Kindergarten Unit 3: Beat



Lesson 1: Beat	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Kinesthetically prepare <i>Beat</i>
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>Where is Thumbkin?</i> • sing song • sing and tap pulse on knees <i>Charlie Over the Ocean</i> • sing song and participate in social-emotional learning activities of communal play, shared space, and taking turns <i>Bobby Shafto</i> • sing song, follow the leader • sing song, improvise pulse tapping motions New Song <i>Bee Bee Bumble Bee</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>Cobbler Cobbler</i> • sing song and tap pulse on knees • sing song, point to shoe icons on the board with a soft singing voice • sing song, point to shoe icons on the board with a loud singing voice • sing and chant known songs and rhymes with loud and soft tuneful singing voices ○ <i>Teddy Bear</i> ○ <i>Hop Ol' Squirrel</i> ○ <i>See Saw</i> ○ <i>Bobby Shafto</i> New Song <i>Backe Backe Kuchen</i> • sing song and participate in social-emotional learning activities of communal play, shared space, and taking turns

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	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: Loud & Soft • Practice Writing: Loud & Soft • Practice Improvisation: Loud & Soft
Summary Activities	
Review the Lesson Outcomes	<i>Bee Bee Bumble Bee</i> <i>Backe Backe Kuchen</i>

Lesson 1 Assessment Rubric	
Student sings and points to an iconic representation of Known songs while demonstrating a steady pulse and tracking on the board from left to right.	
Advanced	Student sings and points to an iconic representation of Known songs while demonstrating a steady pulse and tracking on the board from left to right with accuracy.
Proficient	Student sings and points to an iconic representation of Known songs while demonstrating a steady pulse and tracking on the board from left to right mostly accurate.
Basic	Student sings and points to an iconic representation of Known songs while demonstrating a steady pulse and tracking on the board from left to right with limited accuracy and requires some support from the teacher.
Emerging	Student sings and points to an iconic representation of Known songs while demonstrating a steady pulse and tracking on the board from left to right 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: Beat	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Aurally prepare <i>Beat</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>Bee Bee Bumble Bee</i> • chant rhyme • tap pulse on knees <i>Little Sally Walker</i> • sing song & play game <i>I Climbed up the Apple Tree</i> • chant rhyme <i>Bounce High Bounce Low</i> • sing song & tap pulse New Song <i>Ring Around the Rosie</i> • sing song and participate in social emotional learning activity of sharing a communal space, body awareness, and cooperative play.
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Hearing	Let's Describe What We Hear: A Problem-Solving Adventure Perform <i>Cobbler, Cobbler</i> • sing song and point to shoe icons while using a loud or soft tuneful singing voice Perform <i>Snail, Snail</i> • sing song • sing song, tap snails on knees ○ how many taps did we hear? (4) • repeat activity with <i>Bounce High Bounce Low</i> phrase 1 • repeat activity with other known songs ○ <i>Ring Around the Rosie</i> ○ <i>Cobbler, Cobbler</i> ○ <i>Backe Back Kuchen</i> ○ <i>Teddy Bear</i> ○ <i>Hop Ol' Squirrel</i> ○ <i>See Saw</i>

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	○ <i>Bobby Shafto</i> •
	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: Loud & Soft • Practice Writing: Loud & Soft • Practice Improvisation: Loud & Soft
Summary Activities	
Review the Lesson Outcomes	<i>Ring Around the Rosie</i>

Lesson 2 Assessment Rubric	
Identify number of taps in the first phrase of known songs and rhymes.	
Advanced	Student Identifies number of taps in the first phrase of known songs and rhymes with accuracy.
Proficient	Student Identifies number of taps in the first phrase of known songs and rhymes mostly accurate.
Basic	Student Identifies number of taps in the first phrase of known songs and rhymes with limited accuracy and requires some support from the teacher.
Emerging	Student Identifies number of taps in the first phrase of known songs and rhymes 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:

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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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Lesson 3: Beat	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Create a visual representation of beat
Introductory Activities	
Listening & Moving	Let's Move! <i>Chililin</i> Students will move to <i>Chililin</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments – Sing Known Songs <i>Ring Around the Rosie</i> • sing song and play game <i>Snail Snail</i> • sing song and tap pulse on knees <i>Where is Thumbkin?</i> • sing song and tap pulse on knees <i>Bobby Shafto</i> • sing song and improvise pulse tapping motions <i>Bounce High Bounce Low</i> • sing song and tap pulse on knees New Song <i>Thailand Lullaby</i> • Teacher performs song for students, providing a live performance opportunity for students develop proper audience etiquette and how to interact with a performer
Building Block for Developing Musicianship & Music Literacy Discovering Through Inner Seeing	Let's Represent What We Hear: An Inventing Adventure Perform <i>Cobbler, Cobbler</i> • sing song and point to icons using a loud and soft tuneful singing voice Perform <i>Snail, Snail</i> • sing song and point to icons using a loud and soft tuneful singing voice • Sing phrase 1 of <i>Snail, Snail</i> and create a picture of the number of snails heard while tapping on knees (4) • Share representations/visuals with a partner and the class
	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game

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	• Practice Reading: Loud & Soft • Practice Writing: Loud & Soft • Practice Improvisation: Loud & Soft
Summary Activities	
Review the Lesson Outcomes	<i>Thailand Lullaby</i>

Lesson 3 Assessment Rubric

Create a representation of the first phrase of *Snail, Snail* that represents four pulses/taps

Advanced	Student creates a representation of the first phrase of <i>Snail, Snail</i> that represents four pulses/taps with accuracy.
Proficient	Student creates a representation of the first phrase of <i>Snail, Snail</i> that represents four pulses/taps mostly accurate.
Basic	Student creates a representation of the first phrase of <i>Snail, Snail</i> that represents four pulses/taps with limited accuracy and requires some support from the teacher.
Emerging	Student creates a representation of the first phrase of <i>Snail, Snail</i> that represents four pulses/taps with limited to no accuracy and requires support from the teacher.

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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 4: Beat	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Label Beat
Introductory Activities	
Listening & Moving	Let's Move! <i>Chililin</i> Students will move to <i>Chililin</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments – Sing Known Songs <i>Thailand Lullaby</i> • Teacher performs song while students tap the pulse and try singing along with the teacher <i>Snail Snail</i> • sing song and tap pulse on knees <i>Star Light Star Bright</i> • sing song <i>Bee Bee Bumble Bee</i> • chant rhyme and perform pulse motions <i>Ring Around the Rosie</i> • sing song and play game <i>Little Sally Walker</i> • sing song and play game New Song <i>Ants Go Marching</i> • Teacher performs song for students, providing a live performance opportunity for students develop proper audience etiquette and how to interact with a performer
Building Block for Developing Musicianship & Music Literacy Memorizing Through Performance and Sound Analysis	Let's Represent What We Hear: An Inventing Adventure Perform <i>Cobbler Cobbler</i> • sing song and point to icons using a loud and soft tuneful singing voice Labeling beat • <i>"In Music, when we tap our knees, we have a special name for it. It's called keeping the beat".</i> Perform <i>Bee Bee Bumble Bee</i> • Chant rhyme and keep the beat on knees Play a Game <i>Snail Snail</i>

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	• sing song and play game Initial Practice • Sing known songs and chant known rhymes while tapping the beat. ○ <i>Bounce High Bounce Low</i> ○ <i>Cobbler, Cobbler</i> ○ <i>Snail, Snail</i> ○ <i>Teddy Bear,</i> ○ <i>Hop' Ol Squirrel</i> ○ See Saw ○ Bobby Shafto
Summary Activities	
Review the Lesson Outcomes	<i>Ants Go Marching</i>

Lesson 4 Assessment Rubric

Performs beats motions and tapping while singing and chanting known songs and rhymes.

Advanced	Student performs beats motions and tapping while singing and chanting known songs and rhymes with accuracy.
Proficient	Student performs beats motions and tapping while singing and chanting known songs and rhymes mostly accurate.
Basic	Student performs beats motions and tapping while singing and chanting known songs and rhymes with limited accuracy and requires some support from the teacher.
Emerging	Student performs beats motions and tapping while singing and chanting known songs and rhymes with limited to no accuracy and requires support from the teacher.

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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;

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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 5: Beat	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Notate Beat
Introductory Activities	
Listening & Moving	Let's Move! <i>Chililin</i> Students will move to <i>Chililin</i> demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments – Sing Known Songs <i>Ants Go Marching</i> • sing song and tap the beat <i>Bee Bee Bumble Bee</i> • chant rhyme and tap the beat <i>Charlie Over the Ocean</i> • sing song and tap the beat <i>Bounce High Bounce Low</i> • sing song and tap the beat <i>Ring Around the Rosie</i> • sing song and tap the beat <i>Little Sally Walker</i> • sing song and play game New Song <i>London Bridge is Falling Down</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 Label Beat • “In Music, when we tap our knees, we have a special name for it. It’s called keeping the beat”. Play a Game <i>Snail, Snail</i> • sing song, play game, tap the beat Notating Beat • demonstrate writing beat • “in music, we can use the shape of a heart to represent beat” • Present four heartbeats <i>See Saw</i> • sing song and point to the heartbeats of the board

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	<i>Bee Bee Bumble Bee</i> - chant rhyme and tap the beat sing and say songs and rhymes while tapping the beat <i>Bounce High Bounce Low</i> <i>Cobbler, Cobbler</i> <i>Snail, Snail</i> <i>Teddy Bear</i> <i>Hop Ol' Squirrel</i> <i>Seesaw</i> <i>Bobby Shafto</i>
Summary Activities	
Review the Lesson Outcomes	<i>London Bridge is Falling Down</i>

Lesson 5 Assessment Rubric

Identify and perform beat with motions and tapping while singing and saying known songs and rhymes

Advanced	Student Identifies and performs beat with motions and tapping while singing and saying known songs and rhymes with accuracy.
Proficient	Student Identifies and performs beat with motions and tapping while singing and saying known songs and rhymes mostly accurate.
Basic	Student Identifies and performs beat with motions and tapping while singing and saying known songs and rhymes with limited accuracy and requires some support from the teacher.
Emerging	Student Identifies and performs beat with motions and tapping while singing and saying known songs and rhymes with limited to no accuracy and requires support from the teacher.

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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

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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.