

Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & Low Voices



Lesson 1: High & Low Voices	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Kinesthetically prepare <i>High & Low Voices</i>
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 – Sing Known Songs <i>London Bridge</i> • sing song • sing song with loud and soft tuneful singing voice <i>I Climbed Up the Apple Tree</i> • say chant and tap the beat using a loud and soft speaking voice <i>Bee Bee Bumble Bee</i> • say chant and tap the beat New Song <i>Oliver Twist</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>Bee Bee Bumble Bee</i> • chant rhyme and tap beat with a bear voice • chant rhyme and tap beat with a bird voice <i>Cobbler, Cobbler</i> • sing song with bear and bird voice Perform known songs and chants • <i>Teddy Bear</i> • <i>Hop Ol' Squirrel</i> • <i>Seesaw</i> • <i>Bobby Shafto</i>
	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: Beat • Practice Writing: Beat • Practice Improvisation: Beat

Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & Low Voices



Summary Activities	
Review the Lesson Outcomes	<i>Oliver Twist</i>

Lesson 1 Assessment Rubric	
Student sings and points to an iconic representation of Known songs while demonstrating a bear voice (low) and bird voice (high)	
Advanced	Student sings and points to an iconic representation of Known songs while demonstrating a bear voice (low) and bird voice (high) with accuracy.
Proficient	Student sings and points to an iconic representation of Known songs while demonstrating a bear voice (low) and bird voice (high) mostly accurate.
Basic	Student sings and points to an iconic representation of Known songs while demonstrating a bear voice (low) and bird voice (high) 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 bear voice (low) and bird voice (high) 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.

Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & Low Voices



Lesson 2: High & Low Voices	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Aurally prepare <i>High & Low Voices</i>
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 – Sing Known Songs <i>Oliver Twist</i> • sing song and play game <i>Bee Bee Bumble Bee</i> • chant rhyme and tap beat <i>I Climbed up the Apple Tree</i> • chant rhyme and tap beat <i>Little Sally Walker</i> • sing song & tap beat <i>Bounce High Bounce Low</i> • sing song & tap beat New Song <i>I love Little Kitty</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 Hearing	Let's Describe What We Hear: A Problem-Solving Adventure Perform <i>Bee Bee Bumble Bee</i> • chant rhyme and point to icons on the board with a bear voice • chant rhyme and point to icons on the board with a bird voice • Identify which voice is being used with various known songs and rhymes ○ <i>Ring Around the Rosie</i> ○ <i>Cobbler, Cobbler</i> ○ <i>Backe Backe Kuchen</i> ○ <i>Teddy Bear</i> ○ <i>Hop Ol' Squirrel</i> ○ <i>Seesaw</i> ○ <i>Bobby Shafto</i>

Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & Low Voices



	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: Beat • Practice Writing: Beat • Practice Improvisation: Beat
Summary Activities	
Review the Lesson Outcomes	<i>I Love Little Kitty</i>

Lesson 2 Assessment Rubric	
Identify the performance of bear (low) voice and bird (high)	
Advanced	Student Identifies the performance of bear (low) voice and bird (high) in known songs and rhymes with accuracy.
Proficient	Student Identifies the performance of bear (low) voice and bird (high) in known songs and rhymes mostly accurate.
Basic	Student Identifies the performance of bear (low) voice and bird (high) in known songs and rhymes with limited accuracy and requires some support from the teacher.
Emerging	Student Identifies the performance of bear (low) voice and bird (high) in known songs and rhymes 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.

Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & Low Voices



Lesson 3: High & Low Voices	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Create a visual representation of high & low voices
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 – Sing Known Songs <i>I Love Little Kitty</i> • Teacher sings song and students tap the beat <i>Ring Around the Rosie</i> • sing song and point to the beat <i>London Bridge</i> • sing song and point to the beat <i>I Climbed Up the Apple Tree</i> • chant rhyme and point to the beat New Song <i>Che Che Koolay</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 Inner Seeing	Let's Represent What We Hear: An Inventing Adventure Perform <i>Bee Bee Bumble Bee</i> • chant rhyme and tap the beat with a bear voice • chant rhyme and tap the beat with a bird voice • cut out and build bear and bird icons • identify the voice used for known songs and rhymes with cut out icons ○ <i>Ring Around the Rosie</i> ○ <i>Cobbler, Cobbler</i> ○ <i>Backe Backe Kuchen</i> ○ <i>Teddy bear</i> ○ <i>Hop O'I Squirrel</i> ○ <i>Seesaw</i> ○ <i>Bobby Shafto</i> ○ <i>London Bridge</i> ○ <i>I Climbed Up the Apple Tree</i> ○ <i>Bee Bee Bumble Bee</i>

Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & Low Voices



	○ <i>Engine #9</i>
	Teacher Chooses Suggested Enrichment Activities listed below • Creative Movement/Play Game • Practice Reading: Beat • Practice Writing: Beat • Practice Improvisation: Beat
Summary Activities	
Review the Lesson Outcomes	<i>Che Che Koolay</i>

Lesson 3 Assessment Rubric

Visually Identify the performance of bear (low) voice and bird (high) voice in known songs and rhymes.

Advanced	Student visually Identifies the performance of bear (low) voice and bird (high) voice in known songs and rhymes with accuracy.
Proficient	Student visually Identifies the performance of bear (low) voice and bird (high) voice in known songs and rhymes mostly accurate.
Basic	Student visually Identifies the performance of bear (low) voice and bird (high) voice in known songs and rhymes with limited accuracy and requires some support from the teacher.
Emerging	Student visually Identifies the performance of bear (low) voice and bird (high) voice in known songs and rhymes 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:

Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & Low Voices



(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.

Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & Low Voices



Lesson 4: High & Low Voices	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Label High & Low Voices
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 – Sing Known Songs <i>Che Che Koolay</i> • sing song <i>Oliver Twist</i> • sing song and play game <i>I love Little Kitty</i> • Teacher sings song and students tap the beat <i>Bee Bee Bumble Bee</i> • Chant rhyme with bear and bird voice New Song <i>I Had a Silly Chicken</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 Label High and Low Voices • “In music, when we use our bird voice, we call that using our high voice. Let’s chant Bee Bee Bumble Bee using our high voice and point to the beat” • “In music, when we use our bear voice, we call that using our low voice. Let’s chant Bee Bee Bumble Bee using our low voice and point to the beat” Play Game <i>Che Che Koolay</i> Initial Practice • Practice high and low voices with known songs and rhymes ○ <i>Ring Around the Rosie</i> ○ <i>Cobbler, Cobbler</i> ○ <i>Backe Backe Kuchen</i> ○ <i>Teddy Bear</i>

Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & Low Voices



	○ <i>Hop Ol' Squirrel</i> ○ <i>Seesaw</i> ○ <i>Bobby Shafto</i> ○ <i>London Bridge</i> ○ <i>I Climbed Up the Apple Tree</i> ○ <i>Bee Bee Bumble Bee</i> ○ <i>Engine #9</i>
Summary Activities	
Review the Lesson Outcomes	<i>I had a Silly Chicken</i>

Lesson 4 Assessment Rubric

Perform and distinguish between high and low voices while singing and chanting known songs and rhymes.

Advanced	Student performs and distinguish between high and low voices while singing and chanting known songs and rhymes with accuracy.
Proficient	Student performs and distinguish between high and low voices while singing and chanting known songs and rhymes mostly accurate.
Basic	Student performs and distinguish between high and low voices while singing and chanting known songs and rhymes with limited accuracy and requires some support from the teacher.
Emerging	performs and distinguish between high and low voices while singing and chanting known songs and rhymes 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.

Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & low Voices



Lesson 5: Beat	
Objectives <i>The Students will:</i>	• Move and explore. • Review singing a known song. • Learn a new song. • Notate High & Low Voices
Introductory Activities	
Listening & Moving	Let's Move! <i>Carnavalito</i> Students will move to Carnavalito demonstrating recognition of form, phrasing, and beat.
Core Activities	
Performing & Learning Our Songs	Let's Sing & Play Instruments – Sing Known Songs <i>I Had a Silly Chicken</i> • Teacher sings song and students tap the beat <i>Where is Thumbkin</i> • Sing and play game <i>Bobby Shafto</i> • sing song and improvise beat motions <i>Backe Backe Kuchen</i> • sing song and tap the beat New Song <i>Dance Thumbkin Dance</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>Bee Bee Bumble Bee</i> • Chant rhyme with a bear and bird voice Label High and Low Voices • "In music, when we use our bird voice, we call that using our high voice. Let's chant Bee Bee Bumble Bee using our high voice and point to the beat" • "In music, when we use our bear voice, we call that using our low voice. Let's chant Bee Bee Bumble Bee using our low voice and point to the beat" Play Game <i>Che Che Koolay</i> • sing song and play game Notate High & Low Voices • write high voice • write low voice

Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & low Voices



	Initial Practice • <i>Ring Around the Rosie</i> • <i>Cobbler, Cobbler</i> • <i>Backe backe Kuchen</i> • <i>Teddy Bear</i> • <i>Hop Ol' Squirrel</i> • <i>Seesaw</i> • <i>Bobby Shafto</i> • <i>London Bridge</i> • <i>I Climbed up the Apple Tree</i> • <i>Bee Bee Bumble Bee</i> • <i>Engine #9</i>
Summary Activities	
Review the Lesson Outcomes	<i>Dance Thumbkin Dance</i>

Lesson 5 Assessment Rubric

Perform and distinguish between high and low voices while singing and chanting known songs and rhymes.

Advanced	Student performs and distinguish between high and low voices while singing and chanting known songs and rhymes with accuracy.
Proficient	Student performs and distinguish between high and low voices while singing and chanting known songs and rhymes mostly accurate.
Basic	Student performs and distinguish between high and low voices while singing and chanting known songs and rhymes with limited accuracy and requires some support from the teacher.
Emerging	Student performs and distinguish between high and low voices while singing and chanting known songs and rhymes 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



Sound 2 Symbol Lesson Plan

Kindergarten Unit 4: High & low Voices

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.