**KINDER** Lesson 1, Semester 2

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ MUSIC STND **K**.**4.d**  With appropriate guidance, explore musical concepts (e.g. rhythm…).  Objective and Vocab: **RHYTHM**  I will show long or short notes. | **AZ COLLEGE & CAREER READINESS**  ELA **K.IT.2**  With prompting and support, identify the main topic and retell key details of a text.  [The text is the music.]  Unit on Weather, Landscape  MATH  n/a  Essential Questions:  Can you show long and short notes? |

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Winter fantasy on pwpt slide | What music is in the front?  What music is in the back? |
| 2 | **OPENING RITUAL**  Hello Song  Names  Review Rules | How does the music show winter? |
| 3 | **ANT. SET** *(Prepare)*  Kindergartener presentation | Name a time you saw hate and you or someone else turned it into love or kindness. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Dide  This Little Light of Mine 2:21 p73 | Turn around on the long notes.  What is this song about?  Can you show long and short notes? |
| 5 | **STAND/MOVE or DANCE**  The Snow Man 5:23 p237 – change | Show the LONG notes at the end. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  I Am a Person 2:34 p92 | Say LONG SHORT LONG SHORT, etc. **\_\_ \_ \_\_ \_ \_\_ \_**  Learn song, play **egg shakers** LONG/SHORT. |
| 7 | **CLOSE/ASSESS**  Did we follow the rules? How many points should you get? | Who is the star music student of the day? |

ELA: Weather, Landscape (foreground, melody, etc.)

Math: Add/Subtract to 10

**KINDER** Lesson 2, Semester 2

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ MUSIC STND **K**.**4.d**  With appropriate guidance, explore musical concepts (e.g. rhythm…).  Objective and Vocab: **RHYTHM**  I will show long or short notes. | **AZ COLLEGE & CAREER READINESS**  ELA **K.IT.2**  With prompting and support, identify the main topic and retell key details of a text.  [The text is the music.]  Unit on Weather  MATH  n/a  Essential Questions:  Can you show long and short notes? |

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Winter fantasy on pwpt slide | What music is in the front?  What music is in the back? |
| 2 | **OPENING RITUAL**  Hello Song  Names  Review Rules | Steady beat  Sing on pitch  Rules rap |
| 3 | **ANT. SET** *(Prepare)*  Long and short things – write on board  RHYTHM – the word for long/short notes: plan notes on the recorder | What are some things that are long and short?  Show me if the note I play is long or short? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  This Little Light of Mine 2:21 p73 | What does “light” mean in this song?  Show LONG and SHORT notes using finger like a light – “RHYTHM.” |
| 5 | **STAND/MOVE or DANCE**  Skater’s Waltz  New song – Dide 4:6-7 p162 (African song)  The Snow Man 5:23 p237 | Skate with paper plates. Show the long strides.  Walk around room to beat. Turn in cirlces every time the note holds. Show the LONG notes at the end.  Show long notes before acting it out. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  I Am a Person 2:34 p92 | Say LONG SHORT LONG SHORT, etc. **\_\_ \_ \_\_ \_ \_\_ \_**  Learn song, play **egg shakers** LONG/SHORT. |
| 7 | **CLOSE/ASSESS**  Did we follow the rules? How many points should you get? | Who is the star music student of the day? |

**KINDER** Lesson 3, Semester 2

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ MUSIC STND **K**.**4.d**  With appropriate guidance, explore musical concepts (e.g. rhythm…).  Objective and Vocab: **RHYTHM**  I will read short notes. | **AZ COLLEGE & CAREER READINESS**  ELA **K.IT.2**  With prompting and support, identify the main topic and retell key details of a text.  [The text is the music.]  Unit on foreground/background landscape.  MATH  Unit on subtracting with 10  Essential Questions:  What number do you get when you take away 1? |

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Happy – mood music | What feeling is the music?  How can you tell? |
| 2 | **OPENING RITUAL**  Hello Song  Names  Review Rules | Steady beat  Sing on pitch  Rules rap |
| 3 | **ANT. SET** *(Prepare)*  Write 8 ta’s. | Play Take-a-way with the notes |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Alison’s Camel - Show camel and clap ta ta magnets.  *-* X off the humps.  - CAMEL CHANGES into a HORSE. | Sing song with claps, fists, and booms.  Count humps correctly as they disappear. |
| 5 | **STAND/MOVE or DANCE**  Abu Ali **4:1** song    **4:3** storywith 2 pwpt slides | Walk in curvy path around the room.  How do donkey’s have to walk along the path? (steady)  What happened in the story? (Mistake in counting) |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Abu Ali **4:1** with DRUMS (showing 8 quarters on board)  REVIEW IF TIME:  Dide - African song, long/short  The Snow Man – long/short  I Am a Person – MKL Jr  This Little Light of Mine – MLK Jr | Play quarters on the drum.  Make up new patterns with quarters and eighth notes. |
| 7 | **CLOSE/ASSESS**  Did we follow the rules? How many points should you get? | Who is the star music student of the day? |

**KINDER** Lesson 4, Sem. 2

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ MUSIC STND **K**.**4.d**  With appropriate guidance, explore musical concepts (e.g. rhythm…).  Objective and Vocab: **RHYTHM**  I will read and short notes and really short notes. | **AZ COLLEGE & CAREER READINESS**  ELA **K.IT.2**  With prompting and support, identify the main topic and retell key details of a text.  [The text is the music.]  Units on Change.  MATH  Unit on subtracting with 10  Essential Questions:  What number do you get when you take away 1? |

|  |  |
| --- | --- |
| **TEACHER INPUT** *(Present)* | **STUDENT OUTPUT** *(Practice/Perform)* |
| **LISTEN/ANALYZE/OPENING RITUAL**  Let it Go MashUp - STYLE  Names  Hello Song | What two songs are mashed up? |
| **ANT. SET** *(Prepare)*  Write 8 beats and use the note manipulatives to show ta’s, ti-ti’s, and no sound. | Play Take-a-way with the notes and also use ti-ti short notes on beats. ***Say the rhythms – not clapping*** |
| **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Alison’s Camel - Show camel and clap ta ta magnets.  *-* X off the humps.  - camel changes into a horse. | Make two giant camels of 10 plus two chairs for head/tail.  (Leftovers play “clap ta ta” and “boom boom boom” on different instruments) |
| **STAND/MOVE or DANCE**  Abu Ali **4:1** song | How do donkeys have to walk along the path? (steady)  ***Ta’s and ti-ti’s (walk, walk fast)*** |
| **SIT/PLAY INSMTS or GAME or CREATE**  Abu Ali **4:1** with DRUMS  REVIEW IF TIME:  Dide - African song, long/short  The Snow Man – long/short  I Am a Person – MKL Jr  This Little Light of Mine – MLK Jr | Play quarters on the drum.  Make up new patterns with quarters and eighth notes. |
| **CLOSE/ASSESS**  Did we follow the rules? How many points should you get? | Who is the star music student of the day? |