

Young Fives and Kindergarten

Unit One Jazzy MLT Hello

Sing	ART.M.IK.4	Sing collectively on pitch and in tempo with appropriate posture	
	ART.M.IK.9	Sing songs in duple meter	
	ART.M.IK.7	Accurately echo brief neutral rhythmic patterns	<i>Elephants Walk</i> {DeBoer/Conniff} <i>Fireworks</i> {Bailey Vocabulary} <i>Knick-Knack</i> {Hornbach Cooking} <i>Round & Round</i> {DeBoer Programs}
	ART.M.IK.I	Move to and maintain the steady beat once demonstrated	Steady Beat Concept Lesson <i>Johnny...</i> {MMC Orff II} <i>Oliver Twist</i> {Trinka K-2 Music} <i>Steady Beat Swords</i> {Pinterest}
Play	ART.M.IK.6	Execute macro beat patterns in duple meter via body percussion and by playing classroom instruments	
	ART.M.IK.I	Create age-appropriate tone qualities on various classroom percussion instruments	Rhythm Sticks
	ART.M.IK.I	Demonstrate appropriate hand and instrument positions on various classroom percussion instruments	<i>Circle Game/Garden Gate</i> {Holidays Binder}
Listen	ART.M.III.K.5	Identify and categorize non-pitched percussion instruments	Rhythm Sticks
Assess	ART.M.IK.I MAEIA.M.IO4 ²	PRE-TEST: Move to and maintain the steady beat once demonstrated PRE-TEST: Perform a macro beat accompaniment on instruments	

¹ See sheet music for new movements

² See assessment materials downloaded from <https://maeia-artsednetwork.org/>

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Unit One

The Elephant Song		What Shall We Do When We All Go Out		Sidewalk Talk	
JRI K: 76 <u>One Little Elephant</u> {JDL Big Book}	ART.M.IK.6 ART.M.IK.1 ART.M.II.K.5	Shouldice Research	ART.M.IK.4	JRI K: 176	ART.M.IK.9 ART.M.IK.7
<ul style="list-style-type: none"> Listen Model and imitate standing flow with emphasis on body part at each repeat 		<ul style="list-style-type: none"> Listen Add motion → change motion and :ll Spider finger SB {micro = quarter note} 		X	
<ul style="list-style-type: none"> Repeat flow activity Watch me to add freezing motion = I sing RT during freeze/silence → cue C then S to echo RT using microphone 		X		<ul style="list-style-type: none"> Listen Model and imitate sitting flow with macro flicks → S describe then join I add streamer to flow 	
X		<ul style="list-style-type: none"> Repeat motion → spider finger SB I flow sphere during song → sing neutral S-D at end with sphere → C joins Learn melody 		<ul style="list-style-type: none"> Repeat flow with flicks Add I student streamer to flow Tiptoe to macro on frozen puddles = #s I add rhythm and time to audiate echo at each repeat → C echoes with mic Add class streamers to flow 	
<ul style="list-style-type: none"> Listen to recording {CD 2 #2} Add macro beats on body parts I add and introduce rhythm sticks 		<ul style="list-style-type: none"> Flow with scarves → add macro flick/dab Spider finger SB {micro} → label SB Alternate singing and humming melody 		X	
DISTRIBUTE PRINTED NOTATION & INTRODUCE/PRACTICE ASK ME CARD					
<ul style="list-style-type: none"> Repeat CD with micro beats Add ½ class to rhythm sticks → label SB Play game {77} with neutral rhythm echoes 		<ul style="list-style-type: none"> Review melody Use puppet to cue singing {open mouth} and humming {closed mouth} Review SB → add ½ class to rhythm sticks 		<ul style="list-style-type: none"> Repeat tiptoe activity with C echoes Label SB Tiptoe on #s → away/toward #s 	

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Unit Two Good Morning

Sing	ART.M.I.K.1	Sing melodic patterns in major tonalities		
	ART.M.I.K.5	Respond to conducting cues to begin and end a song		Mallet Games {Schrader/Layton}
	ART.M.I.K.7	Accurately echo brief neutral melodic patterns		<i>Little Frog</i> {Bailey} <i>On Top of Old Smokey</i> {Hornbach Cooking 3} <i>Who Has The ___</i> {Shouldice Individual Musicking}
	ART.M.I.K.7	Audiate and accurately produce the resting tone	<i>Black Spider</i> {McDonough/Behrends} Car Washing Mitt <i>John the Rabbit</i> {Trinka K-2 Music} <i>Bumble Bee</i> {Music Play}	<i>Handy Dandy</i> {Navin Assessment} Resting Tone Game {Bailey PDF} <i>These Are My Two Hands</i> {Shouldice Major Minor} <i>Who Has ...</i> {Pinterest RT Game}
Play	ART.M.I.K.6	Execute micro beat patterns in duple meter via body percussion and by playing classroom instruments		
	ART.M.I.K.1	Create age-appropriate tone qualities on various classroom percussion instruments		Remo Shapes
	ART.M.I.K.1	Demonstrate appropriate hand and instrument positions on various classroom percussion instruments		Circle Game/Halloween {Holidays Binder}
Read	ART.M.I.K.10	Use standard notation to read two or more pitches {DO, MI, SOL}		DO/MI/SOL on consecutive spaces/lines; ID patterns that do or do not fit criteria; build patterns that fit rules
Listen	ART.M.I.K.1	Distinguish between steady beat and no steady beat		Chappelle CD 2 #1 Grieg's <i>Peer Gynt</i> Mvmt. 4 {Halloween}
	ART.M.I.I.I.K.1	Recognize musical forms including echo songs		
	ART.M.I.I.I.K.5	Identify and categorize non-pitched percussion instruments		Remo Shapes
Assess	ART.M.I.K.7	PRE-TEST: Audiate and accurately produce the resting tone		<i>John the Rabbit</i> Resting Tone Game {Bailey PDF}

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Unit Two

Pete the Cat		Button You Must Wander		Five Little Witches	
Book, Song, and DeBoer Programs	ART.M.I.K.7 ART.M.I.K.5	JRI I: 34	ART.M.I.K.1 ART.M.I.K.7	Slide in Halloween Lesson Plan Materials	ART.M.I.K.1 ART.M.I.K.6 ART.M.I.I.K.5
<ul style="list-style-type: none"> Listen to book under camera <ol style="list-style-type: none"> Chant text in duple & sing melody {sheet music} C echoes rhythms after each text I sing RT on cue after each melody Introduce RT → label 		<ul style="list-style-type: none"> Listen Give button rides on hands using sitting flow 		X	
<ul style="list-style-type: none"> Review RT → C sings RT with prop after I sing a melody from book Apply RT with JOE DO in <i>Joe DO</i> as a C 		<ul style="list-style-type: none"> I walk around circle while singing and tapping button on S's heads to macro beat → S nearby at end of phrases 2 and 4 sings neutral melodic echo 		<ul style="list-style-type: none"> Listen Micro beat on various body parts Macro beat tiptoes 	
<ul style="list-style-type: none"> Reinforce RT Perform book using steps above plus class sings melodies and I sing a question following each melody → S answers on RT {Example: <i>What color are your shoes?</i>} 		<ul style="list-style-type: none"> Pass button while I sing and S with button in 8 and 16 holds it → I sing <i>Who has the button?</i> and C responds <i>... has the button!</i> on RT → S with button sings neutral melodic echo 		<ul style="list-style-type: none"> Micro beat on shoulders Introduce Remo shapes/drums I add drums to micro beat 	
DISTRIBUTE PRINTED NOTATION & INTRODUCE/PRACTICE ASK ME CARD					
X		<ul style="list-style-type: none"> Ill passing game with I S in middle → I sing prompt and S sings response as a guess for who has button → S with button sings echo and moves to middle 		<ul style="list-style-type: none"> Teach hand motions Review drums C moves and I row of S plays drums 	

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Unit Three Here We Are Together

Sing	ART.M.IK.8	Maintain the steady beat while peers play or sing a song	
	ART.M.IK.9	Sing songs in triple meter	
	ART.M.IK.9	Utilize a syllable system for chanting neutral rhythms	Triple Meter {eighth, dotted quarter & half}
Play	ART.M.IK.9	Utilize standard notation to read rhythms	Triple Meter {eighth, dotted quarter & half} Icicle Ice Cream Cone {Krohn I}
	ART.M.IK.6	Execute macro beat patterns in triple meter via body percussion and by playing classroom instruments	Sally Go Round the Sun Circle Dances
	ART.M.IK.1	Create age-appropriate tone qualities on various classroom percussion instruments	Woodblock {borrow from Keicher}
	ART.M.IK.1	Demonstrate appropriate hand and instrument positions on various classroom percussion instruments	
Create	ART.M.II.K.2	Improvise neutral four-beat rhythmic patterns in triple meter	
	ART.M.II.K.2	Improvise stylistically-appropriate consequence phrases in response to rhythmic antecedent phrases presented aurally	Improvise pattern to join line
Listen	ART.M.III.K.5	Identify and execute singing, speaking, whispering, and shouting voices	Concept Lesson Hickory Dickory Dock {Bailey Vocabulary} Queen Caroline Bear Activity ¹ {see VOICES doc}
	ART.M.III.K.3	Use movement and drawings to respond to given criteria in aural examples	Nutcracker Suite {triple meter}
	ART.M.III.K.5	Identify and categorize non-pitched percussion instruments	Woodblock

¹ Divide into groups of 3 → each group has 3 colored bears → each color = different voice type {singing/whispering/speaking} → students/bears converse

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Unit Three

Oh My! Fish in the Sky!		The Wind		Little Miss Muffet	
Conversational Solfege p. 149	ART.M.I.K.I ART.M.I.K.6 ART.M.I.I.K.2 ART.M.I.I.I.K.5	Music Play p. 109	ART.M.K.I.9	Bailey PDF {TPT}	ART.M.I.K.9 ART.M.I.I.I.K.5
<ul style="list-style-type: none"> Listen Echo neutral rhythms Move to macro like fish/birds/trees/shoes 		<ul style="list-style-type: none"> Listen → add wind sounds while I sing Discuss leaves, nuts, squirrels, fall, etc. C stands like trees → I fly leaf in wind → C sings RT when leaf falls → add S leaves 		<ul style="list-style-type: none"> Listen → flow and flash macro beats Point to SB pictures in PDF Put story sequencing pictures in order Echo neutral rhythms at :lls 	
<ul style="list-style-type: none"> Learn chant Tap rhythm ID same/different rhythms using hands 		X		<ul style="list-style-type: none"> Make strong EEK/HISSING sound on macro → C makes sound and I chant text Add mvmt {rock, push, pull, swing, etc.} 	
<ul style="list-style-type: none"> Rock macros standing and tap rhythm Introduce woodblocks Improvise 4-beat rhythms using <i>bum</i> 		<ul style="list-style-type: none"> Move like a leaf on a blustery day → fall gently to ground and rock while I sing Learn song I add student names at :ll {page 109} 		<ul style="list-style-type: none"> Experiment with different voices Create a sitting train that rocks to dotted half macro → add pool noodles 	
DISTRIBUTE PRINTED NOTATION & INTRODUCE/PRACTICE ASK ME CARD					
<ul style="list-style-type: none"> C taps rhythm and S/I play macro blocks Improvise rhythmic antecedent and consequent phrases 		<ul style="list-style-type: none"> Antiphonal singing with pointer hand Students practice → perform own names Use stop and go sign to force audiation 		X	

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Unit Four Coventry Carol

Sing	ART.M.I.K.1	Sing melodic patterns in minor tonalities	<i>Leoni Hebrew Melody {Hornbach Singing in Rain} mvmt/listening</i>	
	ART.M.I.K.3	Sing expressively using contrasting dynamics		
Play	ART.M.I.K.6	Execute micro beat patterns in triple meter via body percussion and by playing classroom instruments	Hula hoops {step inside hoops on macro beats & outside on micro beats}	
	ART.M.I.K.1	Create age-appropriate tone qualities on various classroom percussion instruments	Tambourine	
	ART.M.I.K.1	Demonstrate appropriate hand and instrument positions on various classroom percussion instruments	<i>Circle Game/Christmas {Holidays Binder}</i>	
	ART.M.I.K.3	Play expressively using contrasting dynamics		
Read	<i>ART.M.I.K.10</i>	<i>Use standard notation to read two or more pitches {LA, DO, MI}</i>		
Create	<i>ART.M.I.I.K.2</i>	Improvise neutral four-beat rhythmic patterns in duple meter	<i>Popcorn {Music Play 114}</i> <i>Winter Time</i> <i>Charlie the Fish Chant</i>	<i>Boom, Boom Ain't It Great To Be Crazy? {Navin Assessment}</i>
	ART.M.I.I.K.2	Improvise stylistically-appropriate consequent phrases in response to rhythmic antecedent phrases presented aurally		
Listen	ART.M.I.I.I.K.4	Identify and produce loud and soft sounds {forte, piano}	Hayden's <i>Surprise Symphony</i> <i>Closest Key {JRI 1 282}</i> <i>Symphony No. 2 {Classical Tunes 78}</i> <i>Sleepy Bunnies {Gagne Singing Games} USE</i>	
	ART.M.I.K.II	Identify contrasting expressive elements		
	ART.M.I.I.I.K.3	Use movement and drawings to respond to given criteria in aural examples		
	ART.M.I.I.I.K.5	Identify and categorize non-pitched percussion instruments	Tambourine	
Assess	ART.M.I.K.7 <i>MAEIA M104</i>	Accurately echo brief rhythmic patterns POST-TEST: Perform a macro beat accompaniment on instruments	<i>I'm A Little Snowflake {JRI K 108}</i> <i>Hambone {McDonough/Behrends}</i>	

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Unit Four

Kind Old Winter		Oh, I'll Build a Snowperson		Round and Round	
Beth's Notes Plus {JPEG Image}	ART.M.IK.1 ART.M.IK.10	JRI K: 106	ART.M.IK.1, ART.M.IK.3 ART.M.IK.6, ART.M.IIIK.5	DeBoer Programs	ART.M.IIK.2 ART.M.IK.7
<ul style="list-style-type: none"> Listen → micro noodle taps → macro noodle swings Cue neutral RT in measures 4 and 8 Flow → sing RT with RT buttons in 4 and 8 I travel around circle & press S buttons 			X	<ul style="list-style-type: none"> Listen and SB movement Neutral rhythm echoes at :IIs See MOVEMENT SEQUENCE below 	
	X	<ul style="list-style-type: none"> Listen → flow imaginary snowflakes w/ my die cut → sing RT when die touches Rock macros and tiptoe micros Add C die cuts to flow/RT activity 		<ul style="list-style-type: none"> Explore room using imaginary elf rides Macro = heels and micro = fingertips I improvise 4-beat rhythm at :IIs Review same/different hands → C IDS puppet 	
	X	<ul style="list-style-type: none"> Listen to K CD 2 #17 → I rock macros then say <i>switch</i> and tiptoe micros → add S → add piano/forte activities 		<p>MOVEMENT SEQUENCE</p> <ol style="list-style-type: none"> Emphasize final <i>house</i> with clap → pat → tap on body part → stomp 1 foot → stomp 2 feet → jump and land Step or skip around hula hoop during chant and jump inside on <i>house</i> I chant rhythm while C flows → C echoes Repeat steps 2 & 3 with different voices 	
<ul style="list-style-type: none"> C echoes neutral melodic patterns in 4/8 Use stretchy band for macro and micro 		<ul style="list-style-type: none"> :II mvmt activity with variations {tambourine cues switch, tiptoe outside hoops, rock in/out hoops} Demonstrate micro beat on tambourine Add S to tambourine micro beats Add additional piano/forte activities 			X
DISTRIBUTE PRINTED NOTATION & INTRODUCE/PRACTICE ASK ME CARD					
<ul style="list-style-type: none"> C/S echoes neutral melodic patterns → I roll ball to cue S and hold ball to cue C 			X	<ul style="list-style-type: none"> Macro heels/micro fingers on chant → move and audiate → freeze on final <i>house</i> C → S echoes/improvises at :IIs based on my hand signals for same/different :II MOVEMENT SEQUENCE using C echo → C improvise → S improvises pattern and mice echo 	

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Unit Five

Hello, Hello, How Do You Do?

Play	ART.M.IK.1	Create age-appropriate tone qualities on various classroom percussion instruments	Finger cymbals
	ART.M.IK.1	Demonstrate appropriate hand and instrument positions on various classroom percussion instruments	Circle Game/Valentine's Day {Holidays Binder}
Create	ART.M.II.K.2	Improvise neutral tonic patterns in major tonalities	
Listen	ART.M.III.K.4	Identify and produce fast and slow sounds {allegro, adagio}	<i>Can-Can & Adagio</i> {Classical Tunes 33, 133} Categorize animal pictures Chappelle CD I #9 & Move It! #9 <i>You Will Never Find Me</i> {JRI 1172} → circle game Sleepy Bunnies {Gagne Singing Games} Bethsnotesplus.com {search TEMPO CHANGE} {many resources including recordings}
	ART.M.IK.II	Identify contrasting expressive elements	
	ART.M.III.K.3	Use movement and drawings to respond to given criteria in aural examples	
	ART.M.III.K.5	Identify and categorize non-pitched percussion instruments	Finger cymbals
Assess	ART.M.IK.7	Accurately echo brief melodic patterns	<i>Heel, Toe</i> <i>Love Somebody</i> {JRI 1174} <i>Leprechaun Game</i> {McDonough/Behrends} winter

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Unit Five

Postman		Jump Josie		Candy Hearts	
JRI I: 164	ART.M.IIK.2 ART.M.IK.7	JRI I: 212 Down in the Valley: 29	ART.M.IIIK.4 ART.M.IK.II ART.M.IIIK.3	Bailey MMC 2008	ART.M.IK.I ART.M.IIIK.5
<ul style="list-style-type: none"> Listen to CD 2 #27 Flow with bean bags on body parts Play game on 164 using plastic letter and mail bag 		<ul style="list-style-type: none"> Listen and discuss text Sway macro in A and tap micro in B Introduce adagio/allegro using bulletin board and Move It! #9 		X	
<ul style="list-style-type: none"> Deliver foam hearts to S's mailboxes using bag 2/3 flow foam hearts and 1/3 freeze based on red/white/pink hearts → switch Paper hearts in basket → if I draw 2 hearts of same color then C/S echoes and shows relative pitch using hearts → if hearts are different then puppets improvise Learn to sing melody 		<ul style="list-style-type: none"> Review adagio/allegro: Chappelle CD I #9 Listen and label sections adagio/allegro Skate/flow like seaweed during adagio and hop like frogs during allegro 		<ul style="list-style-type: none"> Listen → neutral rhythm echoes at :lls All S are frozen in heart shapes → I tiptoe to SB while chanting text → I tap a S who echoes my rhythm → S joins me and process :lls 	
<ul style="list-style-type: none"> :ll heart activity but I hide 2 hearts and sing without solfege → C IDs → Show hearts to check Review melody: C has foam hearts → I hold up heart → S with my color sing/other colors hum → change colors and :ll 		<ul style="list-style-type: none"> Categorize animal flashcards Discuss adagio/allegro sections of song Play game from <i>Down in the Valley</i> p. 29 #2 		<ul style="list-style-type: none"> Learn chant Introduce finger cymbals I play macro beats on finger cymbals while C chants text → C plays Eat candy hearts 	
DISTRIBUTE PRINTED NOTATION & INTRODUCE/PRACTICE ASK ME CARD					
<ul style="list-style-type: none"> Teach C how to improvise major tonic patterns without solfege Play game on p. 164 → S with letter echoes/improvises major tonic → C IDs 		<ul style="list-style-type: none"> Play <i>You Will Never Find Me</i> circle game {JRI I: 172} 		X	

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Unit Six

Hey, Hello!

Sing	ART.M.IK.9	Utilize a neutral syllable system for chanting rhythms	Duple Meter {eighth, quarter, and half}
Read	ART.M.IK.9	Utilize standard notation to read rhythms	Duple Meter {eighth, quarter, and half} <i>Firebird</i> {Classical Tunes 17} <i>Mister Leprechaun Chant/Games</i> {Bailey} <i>Surprise Symphony</i> {Classical Tunes 13}
Play	ART.M.IK.1	Create age-appropriate tone qualities on various classroom percussion instruments	Maracas
	ART.M.IK.1	Demonstrate appropriate hand and instrument positions on various classroom percussion instruments	
Create	ART.M.II.K.2	Improvise neutral tonic patterns in minor tonalities	<i>Little Frog</i> {Bailey} <i>Sing Your Pattern</i> {Hornbach Singing in Rain}
	ART.M.II.K.3	Create vocal embellishments for a song or rhyme	<u><i>In the Tall, Tall Grass</i></u>
Listen	ART.M.III.K.2	Use graphic or standard notation to notate simple rhythmic and melodic patterns presented aurally	
	ART.M.III.K.5	Identify and categorize non-pitched percussion instruments	Maracas
Assess	ART.M.II.K.2	Improvise 4-beat rhythmic patterns in duple meter	<i>I Roll the Ball</i> {Simple Songs 41} <i>Little Rondo</i> {JRI K 254}

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Unit Six

Underneath My Big Umbrella		Dinosaur Diet	
JRI I: 228	ART.M.IK.9 ART.M.IIIK.2	JRI I: 28	ART.M.IK.1, ART.M.IIK.2 ART.M.IIIK.5
<ul style="list-style-type: none"> Listen → add micro/macro movement Echo quarter & eighth notes with neutral solfege 		<ul style="list-style-type: none"> Listen → add macro/micro movement Listen to CD 1 #12 Pretend to walk like dinosaurs using hands then feet and heavy macros Cue RT with Mona 	
<ul style="list-style-type: none"> Listen and make macro raindrops Add neutral rhythm echoes at repeats 		<ul style="list-style-type: none"> Cue C neutral echoes using microphone All S kneel/stand like bushes/trees and flow arms through wind → I use heavy macros to walk through jungle while singing and eating plants → S I eat echoes neutral tonal pattern then joins me 	
<ul style="list-style-type: none"> I sing and start rain stick → C flows like rain then switches to tiptoes on macro beats when rain stops Play <i>Mister Leprechaun Game</i> #1 {modify as needed} 		<ul style="list-style-type: none"> I → S play macro drone {boomwackers/bells/xylos} Encourage class to sing along Puppets echo/improvise → C IDs 	
<ul style="list-style-type: none"> C/S echoes neutral rhythms at repeats C tiptoes around circle while I stand under umbrella → S under umbrella echoes neutral rhythm at repeat 		<ul style="list-style-type: none"> Review melody Puppets demo improvised minor tonic patterns after m. 8 & 16 → C IDs same/different → S improve using puppet Introduce maracas S play micro maracas & macro drones 	
DISTRIBUTE PRINTED NOTATION & INTRODUCE/PRACTICE ASK ME CARD			
<ul style="list-style-type: none"> <i>Learn how to write rhythms on paper/white boards using graphic notation</i> 		<ul style="list-style-type: none"> Review maracas C play micro maracas & macro drones C travels around dots → at : , S on <u>red dots</u> improvise patterns → : process 	

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Unit Seven

Let's Sing Hello Together

Listen	ART.M.III.K.1	Recognize musical forms including same and different {AB}	<i>Chicken Dance</i> Recording Concept Lesson & LP E from 2011 Grieg's <i>Peer Gynt</i> Mvmt. 2 & 3 Movement Ideas {Classical Tunes 236} <i>Visualizing Simple Forms</i> {MMC Orff 4}
	ART.M.III.K.2	<i>Use graphic or standard notation to notate simple rhythmic and melodic patterns presented aurally</i>	<i>DMS = Low Medium High</i> <i>Modify first grade melodic dictation worksheet</i>
Create	ART.M.II.K.1	Create an accompaniment for a song or chant using non-pitched instruments	See LP 29 from 2012

¹Unit Seven is intentionally light. Use this time to complete previous units, work ahead in Unit Eight, and/or supplement with SEL lessons.

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Unit Eight¹

ABAC Hello²

Create	ART.M.II.K.6	Create appropriate movement patterns to accompany music	AB and ABA Forms <i>Hey, Betty Martin</i> {Beat Motions 8} Movement Ideas {Classical Tunes 236} <i>AB Owl Dance</i> {Navin K-5 Dances}
	ART.M.II.K.4	Create a song about self and family	See below
Play	ART.M.I.K.1	Create age-appropriate tone qualities on various classroom percussion instruments	Triangle
	ART.M.I.K.1	Demonstrate appropriate hand and instrument positions on various classroom percussion instruments	
Listen	ART.M.III.K.4	Identify and produce high and low pitches	Compose Croaking Songs Concept Lesson
	ART.M.III.K.4	Aurally identify ascending and descending melodic motion	<i>Carnival of the Animals</i> { <i>Aquarium</i> } <i>I Roll the Ball</i> <i>Itsy Bitsy Spider</i> {DeBoer Programs}
	ART.M.III.K.5	Identify and categorize non-pitched percussion instruments	Triangle
Assess	ART.M.I.K.7	POST-TEST: Audiate and accurately produce the resting tone	
	ART.M.I.K.1	POST-TEST: Move to and maintain the steady beat once demonstrated	

¹See LP 24 from 2018 for *Syncopated Clock* scarf movement activity {make index card with details if not used in LP this year}

²See index card for Unit 8 in lesson planning binder

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Unit Eight

Dancing Bear		High Bird		Composition Project	
JRI K: 134	ART.MIK.1 ART.M.IIK.6 ART.M.IIK.4	JRI K: 158	ART.M.IIK.4	See Worksheet	ART.M.IIK.4
X		<ul style="list-style-type: none"> Listen to CD 3 #6 Review LMH levels → freeze at ___ when music stops → S choose level 		<ul style="list-style-type: none"> Discuss concept Fill in blanks about self Learn to sing section about self 	
<ul style="list-style-type: none"> Listen to CD 2 #31 → discuss 2 sections Review AB form with colored shapes Move to micro in A and text in B Choose movements for AB → perform 		X		<ul style="list-style-type: none"> Review section about self Fill in blanks about family Learn to sing section about family 	
<ul style="list-style-type: none"> I play melody & C moves to macro/micro I toss bear → S who catches sings RT Introduce triangle → C plays triangles 		<ul style="list-style-type: none"> Listen to recorder melody Discover high/low pitches → use pom-poms to show relative pitches {LMH} 		X	
<ul style="list-style-type: none"> C passes bear → S with bear at :ll echoes neutral tonal pattern Review ascending/descending Discover shape of dancing bear → assign movement to reinforce descending Discover ascending/descending in 9-10 → use puppets to show 		<ul style="list-style-type: none"> Review high/medium/low pitches/mvmt Work in groups to compose high/medium/low croaking songs/mvmt 		<ul style="list-style-type: none"> Review entire song Practice singing to a partner 	
DISTRIBUTE PRINTED NOTATION & INTRODUCE/PRACTICE ASK ME CARD					
<ul style="list-style-type: none"> C passes bear → S with bear at :ll improvises neutral tonal pattern Choose 2 SB instruments for AB 		X		<ul style="list-style-type: none"> Perform songs 	