**KINDER** Lesson 1, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **K.1.a**  With app. guidance, **explore**, experience, and improvise musical concepts (e.g. beat…)  Objective and Vocab: **BEAT**  I will understand the rules.  I can show a beat.  Essential Questions:  Why does music have a beat?  What are other things have a beat? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Nursery Rhymes and Five Senses**  CC ELA – **K.SL.1a**  Follow agreed-upon rules for discussions (listen…taking turns speaking about the topics and texts under consideration).  Unit 1 – 5 Senses, Nursery Rhymes  CC Math – |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – SNARE DRUM  (YouTube Pirates of the Caribbean – Snare) | Point to the instrument you hear. |
| 2 | **OPENING RITUAL**   * Hello Song with Teddy Bear – \*pat the beat * Sing echo – Hello, how are you today? * Sing names from roster * Job for the day * Rules for the year | Show the \*beat on your lap.  Echo sing accurately.  Echo speak the rules with a \*beat. |
| 3 | **ANT. SET** *(Prepare)*  Give examples of Hello Song – melody, rhythm, beat  5 senses picture – beats are invisible! | Turn & Talk in groups of 3:  \*What should be our rules for talking?  Show with hand – which example is the BEAT?  Can you see, touch, smell, taste, hear the beat? - FEEL |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Hello Song | Echo sing the lyrics first, then pat the \*beat.  Music has a beat. ***\*What are other things that have a beat?*** |
| 5 | **STAND/MOVE or DANCE**  Baby Shark Chant – I went to Puerto Penasco beach | Explain what happens to the beat.  ***\*Why do we have beat?*** |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Nursery Rhymes | Show the \*beat with hand movements. |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**KINDER** Lesson 2, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **K.1.a**  With app. guidance, explore, **experience**, and improvise musical concepts (e.g. beat…)  Objective and Vocab: **STEADY BEAT**  I will follow the rules.  I will show a STEADY beat.  Essential Questions:  Why does music have a steady beat?  What are other things have a steady beat? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Nursery Rhymes and Five Senses**  CC ELA – **K.RF.3**  …apply word analysis skills in decoding words.  Unit 1 – 5 Senses, Nursery Rhymes  CC Math – |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – TRUMPET  (YouTube Aaron Copland – Fanfare for Common Man) | Point to the instrument you hear. |
| 2 | **OPENING RITUAL**   * Hello Song with Teddy Bear – \*pat the beat * Sing echo – Hello, how are you today? * Sing names from roster * Job for the day * Rules for the year | Show the \*beat on your lap.  Echo sing accurately.  Echo speak the rules with a \*beat. |
| 3 | **ANT. SET** *(Prepare)*  Play drum – show steady vs. unsteady  Why does music have a steady beat?  What are other things that have a steady beat? | Thumbs up or down  Turn & Talk – follow rules  Raise quiet hand |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Nursery Songs | Show a steady beat with all movements. |
| 5 | **STAND/MOVE or DANCE**  Baby Shark Chant  Hammer Song | Steady beat with shark mouth  Steady beat with all 5 movements |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Pat Your Hand on the Drum | Show the \*beat with hands, then instruments |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**KINDER** Lesson 3, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **K.1.a**  With app. guidance, explore, experience, and **improvise** musical concepts (e.g. beat…)  Objective and Vocab: **STEADY BEAT**  I will show a steady beat on the drum.  Essential Questions:  Why does music have a steady beat?  What are other things have a steady beat? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Nursery Rhymes and Five Senses**  CC ELA – **K.RF.2a**  Recognize and produce rhyming words  **K.RF.3**  …apply word analysis skills in decoding words.  Unit 1 – 5 Senses, Nursery Rhymes  CC Math – **K.CC.B4**  Counting strategies  Counting to tell the number of objects |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – CHIMES  (YouTube Fear of Music: Bow Bells (2014) for solo orchestra chimes and soundscape) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Hello Song with Teddy Bear – \*pat the beat * Sing echo – Hello, how are you today? * Sing names from roster * Job for the day * Rules for the year | Show the \*beat on your lap.  Echo sing accurately.  Echo speak the rules with a \*beat. |
| 3 | **ANT. SET** *(Prepare)*  Play mp3 on slide with thumbs | Steady or unsteady sounds? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Nursery Songs | Show a steady beat with all movements. |
| 5 | **STAND/MOVE or DANCE**  Baby Shark Chant  Hammer Song | Steady beat with shark mouth  Steady beat with all 5 movements |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  STEADY OR UNSTEADY ASSESSMENT  Pat Your Hands on the Drums | Have individual students play beats before students get the drums.  What words rhyme in the drum poem? |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**KINDER** Lesson 4, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| **MUSIC**  AZ Music Standard – **K.1.b**  With app. guidance, explore musical features  (e.g. instrument sounds)  Objective and Vocab: **IMPROVISE, ROTATE**  I will show my own ideas with instruments.  I will learn to rotate around the instruments.  Essential Questions:  What instrument would I like to choose? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Nursery Rhymes and Five Senses**  CC ELA – **K.W.7**  Participate in shared writing project.  CC Math  counting 1-5 using different strategies |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – SHEKERE  (YouTube Yosvany Terry Shekere Solos) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Hello Song with Teddy Bear * Sing names from roster * Job for the day | Show the \*beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare)*  Rotating | T – show process of how to rotate and count to 12. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Nursery Songs | Play instrument as you choose (improvise) and rotate for 12 seconds between each song. |
| 5 | **STAND/MOVE or DANCE**  Baby Shark Chant  Hammer Song | Choose an instrument for each part, not swimming part.  Put instruments in groups, and play one for each number. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  If time - Pat Your Hands on the Drums | Create ***new words*** for each instrument. |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**KINDER** Lesson 5, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **K.1.b**  With app. guidance, choose favorite musical ideas.  Objective and Vocab:  I will write musical poems.  Essential Questions:  Can we write poems about the other instruments that are like the drum poem? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Nursery Rhymes and Five Senses**  CC ELA – **K.W.7**  Participate in shared writing project.  CC Math  counting 1-5 using different strategies |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – CLAVES  (YouTube Gon Bops Traditional Rosewood Claves - Featuring Alex Acuña) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Hello Song with Teddy Bear * Sing names from roster * Job for the day | Show the \*beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare)*  Pat Your Hands on the Drums | Example of changing the words to fit sticks. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Pat Your Hands on the Drums and all other instruments. | Write poems for sticks, bells, eggs, and sandblocks. |
| 5 | **STAND/MOVE or DANCE**  Baby Shark Chant | Take a break and have fun with the sharks! |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Nursery Songs  Hammer Song | Rotate for 12 seconds between each instrument.  Groups for each number. |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**KINDER** Lesson 6, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **K.4.b**  With app. guidance, explore and demonstrate musical contrasts…(e.g. high/low).  Objective and Vocab:  I will high and low sounds with my voice.  Essential Questions:  Can you tell when the music is going high? Low? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Nursery Rhymes and Five Senses**  CC ELA – **K.I.10**  Actively engage in group reading activities with purpose and understanding.  CC Math  counting 1-5 using different strategies |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – RAINSTICK  (YouTube Solo Rain Stick Music / Agnus Dei Instrumental (violin) / Holy, Holy Are You Lord God Almighty) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Hello Song with Teddy Bear * Sing names from roster * Job for the day | Show the \*beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare)*  Show the slide whistle. | Make your finger go up and down with the sound. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Wiggle Waggle **3:25 BBp24** | Show high and low with finger and voice. |
| 5 | **STAND/MOVE or DANCE**  **6:38** – If You’re Happy  STAND – 5 Senses Song | Start off with If You’re Happy and You Know It tune.  Change the words to fit the 5 senses. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Draw your own up and down sounds. | BLACKBOARDS and CHALK – draw up and down maps.  Do – draw, the rest sing. Next, Re, then Mi. |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**Next Lesson – p88 High and Low**

**KINDER** Lesson 7, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **K.4.b**  With app. guidance, explore and demonstrate musical contrasts…(e.g. high/low).  Objective and Vocab:  I can show high and low with my body.  Essential Questions:  Can you tell when the music is going high? Low? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Nursery Rhymes and Five Senses**  CC ELA – **K.I.10**  Actively engage in group reading activities with purpose and understanding.  CC Math  counting 1-5 using different strategies |

**PROCESS**

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| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – RAINSTICK  (YouTube Solo Rain Stick Music / Agnus Dei Instrumental (violin) / Holy, Holy Are You Lord God Almighty) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Hello Song with Teddy Bear * Sing names from roster * Job for the day | Show the \*beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare)*  5 Senses Song | Show high and low with finger.  Backwards and forwards. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Wiggle Waggle **3:25 BBp24** | Show high and low with finger and voice. |
| 5 | **STAND/MOVE or DANCE**  Star and Starfish **2:26 BB18,19** | Move with scarves to show high and low. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Create own music starts high and low.  Draw starts on the board up or or down low. | Use magic finger to choose which students decide what sound is next.  What instruments sound high? Which ones sound low?  Perform the final composition. |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**Next Lesson – p88 High and Low**

**KINDER** Lesson 8, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **K.4.b**  With app. guidance, explore and demonstrate musical contrasts…(e.g. high/low).  Objective and Vocab:  I can show high and low with my body.  Essential Questions:  Can you tell when the music is going high? Low? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Nursery Rhymes and Five Senses**  CC ELA – **K.L.5c**  Identify real life connections between words and their meanings.  CC Math  counting 1-5 using different strategies |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  DRUM KIT  (YouTube Cobus - Quick Solo On A Very Cheap Drum-Set) | Describe the sound. |
| 2 | **OPENING RITUAL**   * Hello Song with Teddy Bear * Sing names from roster * Job for the day | Show the \*beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare)*  Wiggle Waggle **3:25 BBp24** |  |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Up and Down – **roller coaster slide, 1st icon** | Show high and low with hands with the music. |
| 5 | **STAND/MOVE or DANCE**  Roller Coaster piano music – **same slide, 2nd icon**  Moving to High and Low Sounds **– starfish slide 2:25**  Star and Starfish **2:26 BB18,19** | In a circle, move like a roller coaster up and down with piano music.  With SCARVES, move to the story, then the music. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  5 Senses Song  Sing Ooh first and if time and draw star notes with teacher for 5 senses song | Sing with the new movements.  If time:  Draw dots on BLACKBOARDS showing the ups and downs. |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**Next Lesson – Hammer Song with tone bars F and C low and high**

**KINDER** Lesson **9**, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **K.4.b**  With app. guidance, explore and demonstrate musical contrasts…(e.g. high/low).  Objective and Vocab:  I can hear the higher notes and lower notes.  Secondary objective: sequencing.  Essential Questions:  Can you tell when the music is going high? Low? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Nursery Rhymes and Five Senses**  CC ELA – **K.L.5c**  Identify real life connections between words and their meanings.  CC Math  counting 1-5 using different strategies |

**PROCESS**

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| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  TROMBONE  (Trombone Shorty At Age 13 - 2nd Line) | Guess the mystery instrument. Describe the sound. |
| 2 | **OPENING RITUAL**   * Hello Song with Teddy Bear * Sing names from roster * Job for the day | Show the \*beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare)*  Play a sequence of high and low notes. | Can you remember the sequence? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Mary Had A Little Lamb – whole song | What’s the beginning, middle, end of story?  What word is the highest?  Act out the song. |
| 5 | **STAND/MOVE or DANCE**  London Bridge | What’s the beginning, middle, end?  What word is the highest note?  Play the game safely. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Hammer Song | Which note sounds higher? Which size is which note?  F and C tone bars on the beat. |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**Next Lesson – Hammer Song with tone bars F and C low and high**

**QUARTER 2.2016-17**

**KINDER** Lesson 10ish, Semester 1, Quarter 2 – **DO OVER**

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **K.1.a**  With app. guidance, **explore**, experience, and improvise musical concepts (e.g. beat…)  Objective and Vocab: **BEAT**  I will understand the rules.  I can show a beat.  Essential Questions:  Why does music have a beat?  What are other things have a beat? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **K.SL.1a**  Follow agreed-upon rules for discussions (listen…taking turns speaking about the topics and texts under consideration).  CC Math – **K.MD.B.3**  Classify objects or people into given categories; count the numbers in each category and sort the categories by count. |

**PROCESS**

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| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – SNARE DRUM  (YouTube Pirates of the Caribbean – Snare) | Point to the instrument you hear. |
| 2 | **OPENING RITUAL**   * Hello Song with Teddy Bear – \*pat the beat * Sing echo – Hello, how are you today? * Sing names from roster * Job for the day * Rules for the year | Show the \*beat on your lap.  Echo sing accurately.  Echo speak the rules with a \*beat. |
| 3 | **ANT. SET** *(Prepare)*  Favorite Toys | Turn & Talk in groups of 3:  \*What should be our rules for talking?  What is your favorite toy? Why? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  *My favorite toy is a Teddy Bear…*  Teddy Bear song | Echo sing the lyrics patting the \*beat.  Sing whole song and do motions. |
| 5 | **STAND/MOVE or DANCE**  March of the Toys – video of the operetta | Are the toys keeping a beat? How do you know?  \*Why do we have beat? |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Play – spoken poem | Count the “beats” on the board.  Say the poem with a \*beat.  What movements could show the \*beat for each pic? |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |