

<b>Select a Course:</b>	Music Grade K
<b>Teacher:</b>	CORE Music Grade K
<b>Course:</b>	Music Grade K
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August	<p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p>					
September	<p><b>Vocal Production</b> Students will be able to differentiate between their singing, speaking, whispering, and shouting voices and using them appropriately.</p> <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p> <table border="1"> <tr> <td> <p><b>Enduring Understandings</b></p> <p>Students connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> </td> <td> <p><b>Essential Questions</b></p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p> </td> <td> <p><b>Standards</b></p> <p>MU:Cn10.0.K.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Pr4.3.K.a - With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> </td> <td> <p><b>Knowledge &amp; Skills</b></p> <p>Students should know and be able to do: Students should know the differences between sing, speak, whisper, and shout.</p> <p>Students should be able to identify when to use singing, speaking, whispering, and shouting voices.</p> <p>Students should be able to produce singing, speaking, whispering, and shouting voices.</p> </td> <td> <p><b>Academic Language</b></p> <p>Tier 2 Sing Speak Shout Whisper</p> </td> </tr> </table>	<p><b>Enduring Understandings</b></p> <p>Students connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p><b>Essential Questions</b></p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>	<p><b>Standards</b></p> <p>MU:Cn10.0.K.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Pr4.3.K.a - With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p>	<p><b>Knowledge &amp; Skills</b></p> <p>Students should know and be able to do: Students should know the differences between sing, speak, whisper, and shout.</p> <p>Students should be able to identify when to use singing, speaking, whispering, and shouting voices.</p> <p>Students should be able to produce singing, speaking, whispering, and shouting voices.</p>	<p><b>Academic Language</b></p> <p>Tier 2 Sing Speak Shout Whisper</p>
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December	<p><b>Kindergarden Music Steady Beat</b> Big Idea: Patterns</p> <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p>					

	<p> Almost all music has a steady beat.</p> <p> The stedy beat is similar to a heart beat.</p>	<p> How des understanding the structure and context of musical works inform performance?</p>	<p>MU:Pr4.2.K.a - With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>MU:Pr5.1K.a - With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>MU:Pr5.1K.b - With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p> <p>MU:Re7.2.K.a - With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	<p> Students will experience the beat through listening.</p> <p> Students will be able to identify the beat.</p> <p> Students will perform the beat in a variety of mediums.</p>	<p> Tier 2: pulse</p> <p> Tier 3: steady beat</p>
January	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
February	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
March	<p> <b>Creativity / Movement</b> Students will move their bodies in relation to the music's expressive qualities</p>				
	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
	<p> Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p> How do performers interpret musical works?</p>	<p>MU:Pr4.3.K.a - With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p>	<p> Students should know and be able to do: Respond to elements of music through movement.</p> <p> Music expresses mood.</p>	<p> Tier 2 Respond Movement Communicate</p>
April	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
May	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
June	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
July	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕