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| **DOMAIN: PERFORM****Foundations****P1:** Select, analyze and interpret artistic work for performance.**P2:** Develop and refine artistic techniques and work for performance.**P3:** Convey and express meaning through the presentation of artistic work. **Color Code Key*** Major Work of the Grade
* Areas of Reinforcement
* Areas of Enrichment
 | **KK Q4 PERFORM DOMAIN RESOURCE LIST***Music for Little People = MLP**Purposeful Pathways 1 = PP1**Purposeful Pathways 2 = PP2**Rhythmically Moving = RM**Orff Source = OS**Silver Burdett Making Music = SBMM**Songs and Rhymes With Beat Motions = SRBM**Spotlight on Music = SOM* *Strike it Rich = SIR**Third Rhyme's the Charm = TRTC**In All Kinds of Weather Kids Make Music=IAKOWKMM**Fingerplays, Action Songs= FAS* |

| QUARTER 4 |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **P1.A****Musical Concepts**With guidance, explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence and ways to define music. | Perform poems/songs in AA' form, where A' is the rhythm of the words using body percussion and unpitched percussion. | Assess students' ability to perform and label sections that are similar using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1TVvv6mx33bp-M3-TPpfIyIWBcvJthboRRXNn7UoDTrQ/edit?usp=sharing) | "Bickle Bockle" *SOM K**"*Bye Baby Bunting" *TRTC**"*See-saw Sacaradown*" TRTC* *Mother Goose Nursery Rhymes* | **K.FL.VA.7b** With guidance and support from adults, explore word relationships and nuances in word meanings. i. Sort common objects into categories to gain a sense of the concepts the categories represent.ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.iii. Make real life connections between words and their use.Iv. Distinguish shades of meaning among verbs describing the same general action |
| **P1.B****Musical Contrasts**With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts in a variety of music selected for performance. Musical contrasts for KK include high/low, fast/slow, loud/soft, same/different, upward/downward, jerky/smooth, and heavy/light. | Perform music and movement in AB and ABA form that demonstrates contrasts including high/low, fast/slow, loud/soft, same/different, upward/downward, jerky/smooth, and heavy/light. | Assess students' ability to perform an label sections that are the same and different using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1TVvv6mx33bp-M3-TPpfIyIWBcvJthboRRXNn7UoDTrQ/edit?usp=sharing) | "Yankee Doodle" *RM 2* (Jump in place on A and skip on B)"Tick Tock" *OS 2* (Slow and Fast; metered and unmetered)"Parade From Divertissement From Un Chapeau De Paille D'italie (Ibert)" *SOM K (move to show loud and soft)*"A Tisket, A Tasket" *STM 1 (not listening selection)**"*Sally Go Round the Sun" *IAKOWKMM**"*Diddley Diddley Dumpty" *TRTC*[“Aquarium” SBMM Gr. 5 (Movt. Carol King, See Appendix)](https://docs.google.com/document/d/1JYDuowlGfRICyGJRLc6i3mGViIIJq2djBoXubJ9m4Wo/edit?usp=sharing) | **K.FL.PWR.3** Know and apply gradelevel phonics and word analysis skills when decoding isolated words and in connected text.a. Demonstrate knowledge of oneto one letter sound correspondence by producing the most frequent sound for each consonantb. Associate the long and short phonemes with common spellings for the five major vowelsc. Read common highfrequency words by sight.**K. RL.IKI.9** With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. |
| **P1.C****Musical Context**With guidance, using voices, instruments, or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, or tempo). | Continue to explore steady beat using non-locomotor and locomotor movements including walking, running, hopping, galloping, skipping, jumping and sliding  | Observe as students move to the steady beat (including walking, running, hopping, galloping, skipping, jumping and sliding) and assess their beat awareness using a teacher-created or [district provided rubric](https://docs.google.com/document/d/10TV9fyO_oyiZibzKoYO-lSneflciMMkPf7hxe04dPww/edit?usp=sharing). | “Dinosaurs Dancing” *SOM* K “Mbombela” *SOM* K “Skip to My Lou” *SBMM* K “Jim Along, Josie” *SBMM* K "The Kangaroo Song" *SBMM K**"*Rig-a-Jig-Jig" *SBMM K*“What the Animals Do” *MLP* | Vocabulary: Spelling Help the class brainstorm and write a list of animals that run, animals that hop, animals that jump, etc. on the whiteboard or chart paper. Allow a student leader to select varied movement styles from the list for the class to perform to recorded music (Hop like a kangaroo, swim like a fish, gallop like a horse, etc.) **K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  |
| **P2.A****Apply Feedback**With guidance, apply feedback to refine performances. | Listen to feedback from a teacher or peer, restate it in your own words and apply the feedback to improve your next performance. | Assess as students restate and apply appropriate feedback using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1crXQBXfok9maXmfDdvE0lmTIi0Os8FvLximPQT4dYGA/edit?usp=sharing) | [P2.A Kindergarten Resource](https://docs.google.com/document/d/1WtGNQ3tG86BK7sYD-J7GrTWP1nbzpJy3Yb_iuk5CYbs/edit?usp=sharing) | **K. SL.CC.1** Participate with variedpeers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics |
| **P2.B****Rehearse and Refine**With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo). | Rehearse and refine a chord bordun accompaniment to a song, or poem.Refine vocal performances of simple songs with narrow range.  | Assess students' performance of bordun accompaniments using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing)Observe as students sing alone and with others and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing). | “Teddy Bear” *STM* K (bring back from Q1)"Merlin" *SIR*"The Queen of Hearts" *SRA*"Pease Porridge Hot" *OS**"*Bluebells" *OS*"One Potato" *OS*"Aiken Drum" *SRBM*"All Around the Brickyard" *SRBM* | **K. SL.CC.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| **P3.A****Singing**With guidance, sing alone and with others, with expression.Specified Kindergarten skills: Echo songs, pitch-exploration games, sol-mi and la-sol-mi patterns on neutral syllables, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation. | During singing games, use good vocal tone while performing simple pentatonic and diatonic songs with narrow range  | Observe as students sing alone and with others and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing). | “Old MacDonald” *SOM* K “London Bridge” *SOM* K “The Farmer in the Dell” *SOM* K “Cake! Cake! Cake!” *SBMM* K [“Here We Sit” (See Appendix)](https://docs.google.com/document/d/1sH2zFYYeH3zGD1BahKTEM0UM51U6Uqv8OzaERn2LjjQ/edit?usp=sharing)"Who has the Penny?" *SBMM K*"Doggie, Doggie" *OS* | Vocabulary: Sight Words Prepare a set of cards with animal names and a corresponding set with animal sounds. Allow volunteers to choose the next verse of Old MacDonald by correctly matching an animal name to its sound, or play a silly version in which animals make sounds that don’t match. **K. FL.PWR.3** Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text. c. Read common highfrequency words by sightd. Decode regularly spelled CVC words.e. Distinguish between similarly spelled words by identifying the letters that differ |
| **P3.B****Instruments and Body Percussion**With guidance, using body percussion and/or instruments, perform, alone and with others, with expression.Specified Kindergarten skills: Exploring steady beat, iconic notation, chord bordun, with a song/story/poem/recording. | Continue to perform rhymes and fingerplays in simple (2/4) and compound (6/8) duple meter with motions or body percussion to reinforce words ("Special words") Perform proper technique with pitched and unpitched percussion instrumentsContinue to perform chord bordun accompaniment for a pentatonic song using appropriate mallet technique  | Observe as students perform rhymes and fingerplays in simple (2/4) and compound (6/8) duple meter with motions or body percussion to reinforce words and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1bej_TUVRnYmdA_nmQ-3TWMy_Do782-e-fj3BfLcnOl8/edit?usp=sharing) Observe students' percussion technique and assess using a teacher-created or district provided rubric for [unpitched](https://docs.google.com/document/d/1-W7pk8OuhteZf8Ym8HjFWkqP6mHDHyGd_N0ym507oZM/edit?usp=sharing) or [pitched](https://docs.google.com/document/d/1fQexktP-AMYv_MsFMul-lxf8xjxlw6iGCWS3Ny6cY9U/edit?usp=sharing) instruments.“Music Skills 2b” *SOM* K T184  Observe as students play a chord bordun accompaniment and assess their mastery using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing). | “School Is Over” *SOM* K “Toaster Time” *SBMM* K "Mr. Lynn" *FAS*"Two Little Houses"  *FAS*"One, Two, Buckle My Shoe" *TFAR**"* I See the Moon" *OS*“Hop, Hop, Hop” *SOM* K ["Circus Rondo" (See Appendix)](https://docs.google.com/document/d/1hfq63w23pNRbNPg6rBO6nQbpXrNlMhGbhGUhvAoZH2M/edit?usp=sharing) | Phonics: Identify and predict rhyming words Phonics: Reinforce sight words using text visuals. Fluency: Teacher and students speak poems with a cadence appropriate to the meter, natural rhythm of the words. **K.FL.PWR.3** Know and apply gradelevel phonics and word analysis skills when decoding isolated words and in connected text.Writing: Organizing Details Ask students to recall the three animals in “Circus Rondo” and list them on the board. Under each animal’s name, write student suggested words that describe how each animal moved (“gallop”, “run”, “stomp”, etc.). **K.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **P3.C****Performance Etiquette**Perform appropriately for the audience; demonstrate appropriate posture, and evaluate performance etiquette. | Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.  | Observe student performance etiquette assess using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1OUHym7RMq9DkwSATVq2o1ldgwWju9he32NhgOx6kdyA/edit?usp=sharing) | [Concert Etiquette Video 1 (General)](https://www.youtube.com/watch?v=aYofTwnpGyA&list=PL2qS5BbUyFS15sT1Ou-Ba7UZrjP4ClUDe&index=3)  [Performance Practices by Grade Level](https://docs.google.com/document/d/1910a7ZQPwxWiEjkGfsXGz4nD2jlvOkgdLFiKUn7Hi0c/edit?usp=sharing) |  |
| **P3.D****Audience Etiquette**Demonstrate appropriate audience behavior, and evaluate student behavior during a performance. | Discuss appropriate audience behaviors during a performance and how they affect performers and the performance.  | Watch and listen quietly while others are performing. Applaud as appropriate when the performance is over. Observe student behavior during performances and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing) | [Audience Etiquette Video](https://www.youtube.com/watch?v=re_SypFujRk)  [Audience Etiquette Self-Evaluation](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing)   [List of live, local, free or low-cost events, field trip grants and how to apply for them.](https://docs.google.com/document/d/1IZSLG-11fyvRxVphyJZ0mHcpShJ_TMM_k2qebUsivlc/edit?usp=sharing) | Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. **K. FL.VA.7b** b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.c. Make real life connections between words and their use. |

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| **DOMAIN: CREATE****Foundations****Cr1:** Generate and conceptualize artistic ideas and work.**Cr2:** Organize and develop artistic ideas and work.**Cr3:** Refine and complete artistic work. | **KK Q4 CREATE DOMAIN RESOURCE LIST***Fingerplays and Action Songs = FAS**First Steps in Music = FSIM* |

| QUARTER 4 |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cr1. A****Musical Concepts**With guidance, explore and experience music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music. | Echo, explore, and create improvised rhythms in 2/4 and 6/8 meter. | Assess as students create simple rhythms using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/180hjNPVUoIgKPbj-FuYboB3XEWpQdmf8h1AvV7SdPjY/edit?usp=sharing)  | Create a B section for a poem using rhythmic improvisation."Ten Little Soldiers" *FAS (2/4)**"*Whisky Frisky" *FAS (6/8)**"*Mouse Mousie" *OS* | **K.SL.PKI.6**With guidance and support, express thoughts, feelings, and ideas through speaking.**K.SL.PKI.5**Add drawings or other visual displays of descriptions as desired to provide additional detail. |
| **Cr1.B****Varied Timbres**With guidance, using voices, body percussion, instruments, and movement, improvise musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories, or listening examples. | Sing answers to teacher’s sung questions Improvise rhythmically and non-rhythmically with unpitched percussion to accompany a song tale. | Listen as students individually improvise answers to teacher’s sung questions (e.g. “What’s your favorite color?” or “What would you like on your pizza?”) (Sol-Mi, La-Sol-Mi) and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing). | "Arioso Land Level III" *FSIM (Tell me three things about you?)*"I Had a Little Rooster" *FSIM*"There Was a Man and He Was Mad" *FSIM**"*The Tailor and the Mouse" *FSIM*"Momma, Buy Me A China Doll" *FSIM*"The Frog and the Mouse” FSIM | Spelling and Alphabetical Order Game: Teacher sings “What Will You Bring on Our Picnic?” (Sol-Mi). Students, seated in a circle, individually sing responses, each beginning with the next letter of the alphabet. (e.g., S1: “I’ll bring apples”, S2: “I’ll bring bananas, S3: “I’ll bring the chips”, etc.) **K. SL.PKI.4** Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.  |
| **Cr2.A****Selecting Musical Ideas**With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose, and justify favorite musical ideas. | Discuss/ demonstrate "favorite parts" (sounds, timbres, choices) of student-improvised/created movement, songs, or pieces. | Listen to students discuss their favorite musical elements and assess their participation in the group discussion using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | Refer to the student-created portions of the following songs and activities:"Ten Little Soldiers" *FAS**"*Whisky Frisky" *FAS*"I Had a Little Rooster" *FSIM*"There Was a Man and He Was Mad" *FSIM**"*The Tailor and the Mouse" *FSIM*"Momma, Buy Me A China Doll" *FSIM*"The Frog and the Mouse” FSIM | **K.SL.CC.1**Participate with variedpeers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics |
| **Cr2.B****Notating Ideas**With guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas using iconic notation and/or recording technology. | Use pictures (line drawings or icons) to represent high and low / ascending and descending sounds in a student-created melody.Use tokens, stickers, pictures, Legos, etc. to notate steady beat, short and long sounds, fast and slow sounds. | Assess student's ability to represent and explain their musical ideas using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1HNlkAL3a_uAECUAYIs4rV3SQ25iHp_g4XxOW036PwXM/edit?usp=sharing). | Refer to the student-created portions of the following songs and activities:"Ten Little Soldiers" *FAS**"*Whisky Frisky" *FAS* "I Had a Little Rooster" *FSIM*"There Was a Man and He Was Mad" *FSIM**"*The Tailor and the Mouse" *FSIM*"Momma, Buy Me A China Doll" *FSIM*"The Frog and the Mouse” FSIM | **K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking |
| **Cr3.A****Refining Musical Ideas**With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas. | Use teacher or peer's feedback to refine and improve compositions and improvisations. | Assess as students receive and apply feedback about their composition or improvisation using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1W5OQ63Qw3n-zYbzUIFblZs8qSWP1IMMy38crrQInoDA/edit?usp=sharing) | Refer to the student-created portions of the following songs and activities:"Ten Little Soldiers" *FAS**"*Whisky Frisky" *FAS* "I Had a Little Rooster" *FSIM*"There Was a Man and He Was Mad" *FSIM**"*The Tailor and the Mouse" *FSIM*"Momma, Buy Me A China Doll" *FSIM*"The Frog and the Mouse” FSIM"Mouse Mousie" *OS* | **K.SL.CC.1** Participate with variedpeers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics |
| **Cr3.B****Demonstrate Musical Ideas**With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of musical ideas. | After applying feedback and refining the work, present a final performance of a student composition. | Assess as students apply feedback about their composition or improvisation using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1W5OQ63Qw3n-zYbzUIFblZs8qSWP1IMMy38crrQInoDA/edit?usp=sharing) | Refer to the student-created portions of the following songs and activities:"Ten Little Soldiers" *FAS**"*Whisky Frisky" *FAS* "I Had a Little Rooster" *FSIM*"There Was a Man and He Was Mad" *FSIM**"*The Tailor and the Mouse" *FSIM*"Momma, Buy Me A China Doll" *FSIM*"The Frog and the Mouse” FSIM"Mouse Mousie" *OS* | **K.SL.PKI.5** Add drawings or other visual displays of descriptions as desired to provide additional detail. |

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| **DOMAIN: RESPOND****Foundations****R1:** Perceive and analyze artistic work.**R2:** Interpret intent and meaning in artistic work.**R3:** Apply criteria to evaluate artistic work. | **KK Q4 RESPOND DOMAIN RESOURCE LIST***Kids Can Listen, Kids Can Move = KCLKCM**Kids Make Music, Babies Make Music Too = KMMBMMT**Rhythmically Moving = RM**Share the Music = STM**Silver Burdett Making Music = SBMM**Spotlight on Music = SOM* |

| QUARTER 4 |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **R1.A****Musical Preferences**With guidance, list personal interest and experiences explaining musical preference. | As a class, with the teacher's guidance, select three favorite songs, fingerplays/ rhymes, or dances that represent what you have learned in music this month [quarter, etc.] | Observe as students participate in a group discussion and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | [Kindergarten R1.A Resource](https://docs.google.com/document/d/13c-TUNjn7VL4adV0kZqdUdEQ0CGFOU0mGF-r45hF4Oc/edit?usp=sharing) | **K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. |
| **R2.A****Musical Concepts and Effect**With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection. | Continue to perform pieces with same and different sections (AB, ABA form) using songs/poems, movement, body percussion, instruments or sections represented visually with icons to demonstrate awareness of same/different sections in a musical selection. **(AB and ABA)**Demonstrate awareness of like and different sections of music in a simple rondo. **(Rondo)**Respond to show awareness of loud and soft using speech and/or listening activities. | Observe as students individually describe what makes the sections of music with AB or ABA form same and different (loud/soft, fast/slow, vocal/instrumental, speech/song) using speech, song, movement. Ask them to show the form using icons or point to teacher-created icons (letters or shapes) as they perform and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1TVvv6mx33bp-M3-TPpfIyIWBcvJthboRRXNn7UoDTrQ/edit?usp=sharing).Observe as students show same and different sections in a musical selection using contrasting movement and assess their understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/14wMZsERWSlWI5029QerRvbLQRiMWdCZjgkmZOLCCVdo/edit?usp=sharing). | “Simi Yadech” *SOM* K “Git on Board” *SOM* K “Lady Lady” *SOM* K “Jack Be Nimble” *SOM* K “Waltzing Cat” (Listening) *SOM* K “Radetzky March” *SOM* K [“I Hear the Windmill” (See Appendix)](https://docs.google.com/document/d/1WPmdbg-dIheiP5r4U17QH3Mj_c6lgcCRKIl-BQEJbe8/edit?usp=sharing) “Hunt the Cows” *STM* Gr. 1 “Run, Run!” *Kids Can Listen, Kids Can Move* “Walking the Dog” *SOM1*“Eine Kleine Nachtmusik” *SOM* K ["Circus Rondo" (See Appendix)](https://docs.google.com/document/d/1hfq63w23pNRbNPg6rBO6nQbpXrNlMhGbhGUhvAoZH2M/edit?usp=sharing) [“Aquarium” SBMM Gr. 5 (Movt. Carol King, See Appendix)](https://docs.google.com/document/d/1JYDuowlGfRICyGJRLc6i3mGViIIJq2djBoXubJ9m4Wo/edit?usp=sharing)  “Colonel Bogey March” *Kids Can Listen, Kids Can Move* “Lieutenant Kije” *Kids Can Listen, Kids Can Move* (ABACABA) "All in One" *Music for Creative Dance*[“3 Little Muffins” STM Gr. 1](https://docs.google.com/document/d/1Iy5WaDXL3EDi84SVGBogWGmKVujy9MOqYOUmy7ER_Xk/edit?usp=sharing)“Radetzky March” *SOM* K | Comprehension: Story sequencing Read the story given for “Run, Run” in *Kids Can Listen Kids Can Move,* then do the movement activity. While helping students recall the story sequence, note the musical form on the whiteboard or using foam shapes to create a listening map. Comprehension: Story Sequencing, Writing Access the listening map for “Walking the Dog” at the following link: <http://spotlightonmusic.macmillanmh.com/n/teachers> (scroll to the bottom). Then ask students to create a story for the pictured scenario. **K. SL.PKI.4** Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.Comprehension Introduce Loud and Soft with a reading of *Holler Loudly* by Cynthia Leitich Smith and Barry Gott. Encourage students to respond to the story with appropriate dynamics. **K.FL.VA.7b** ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. |
| **R3.A****Evaluating Artistic Work**With guidance, apply personal preferences in the evaluation of music, and discuss a musical performance. | With guidance, using vocabulary from a word wall (with images), verbally describe likes and dislikes about a performance, citing reasons. | Assess student understanding as they evaluate a musical performance using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1fkA_1ryr29klXFPyAThUEbyp-lvWFnYhb45Z5iyWdc4/edit?usp=sharing)  | Word WallAny previously-learned repertoire including: "Momma, Buy Me A China Doll" *FSIM*"The Frog and the Mouse” FSIM"Mouse Mousie" *OS* | **K.FL.VA.7b** With guidance and support from adults, explore word relationships and nuances in word meanings.i. Sort common objects into categories to gain a sense of the concepts the categories represent. |

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| **DOMAIN: CONNECT****Foundations****Cn1:** Synthesize and relate knowledge and personal experiences to artistic endeavors.**Cn2:** Relate artistic ideas and works with societal, cultural, and historical context. | **KK Q4 CONNECT DOMAIN RESOURCE LIST***Spotlight on Music = SOM* |

| QUARTER 4 |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cn1.A****Music and Personal Experiences**Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life). | Have students explain how personal preferences and intent helped them select instruments and movement to represent the characters and plot in a nursery rhyme. | Assess as students participate in a group discussion using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | This standard may be considered a partner standard to Cn2.A, Dramatize Nursery Rhymes and stories. | **K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.**K.SL.PKI.4** Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail. |
| **Cn2.A****Society, Culture and History**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme). | Dramatize nursery rhymes and stories using speaking/singing voices, movement, and unpitched instruments. Identify the sequence of events in the story/rhyme and explore how they can be represented musically. | Observe as individual or small groups of students choose and play unpitched percussion sounds appropriate for a song, story, poem or recorded selection. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1hYJ2xdOxZSDrcRaeNz9pQSQ4azE5qtfOyfb5tmlg-fM/edit?usp=sharing).Observe as students demonstrate the connection between music and rhymes and assess using a teacher-created or [district-created rubric](https://docs.google.com/document/d/1th_5SCgxZ_zmzUM56mbvfc2k_lb56zdMu-o05eJOnA8/edit?usp=sharing). | “The Frog and the Snake” *SOM* K (Spotlight on Performance) “The Fox, the Hen, and the Drum” *SOM* K (Spotlight on Performance) *The Bear Snores On -* Karma Wilson *The Tiny Seed –* Eric Carle | Comprehension: Sequencing Use “Re-telling Sticks” to help students plan their own performance and dramatization of these stories. This resource is a free download at the following link: <https://www.teacherspayteachers.com/Product/Retelling-Sticks-739822> **K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.**K.SL.PKI.4** Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail. |