



# Sedalla School District #200

<b>Subject Area: Music</b>		<b>Grade: Kindergarten</b>		
<i>Unit</i>	<i>Pacing/ Calendar</i>	<i>Standards</i>	<i>Big Ideas/ "I Can" Statements</i>	<i>Essential Questions</i>

<b>Topic 1: Beat</b>	<b>Priority Standard</b>			
	<b>MU:Cr1A.Ka</b> -With guidance, explore and experience music concepts (such as beat and melodic contour).			
	Quarter One	<p><u>Music:</u> Cr1A.Ka Cr1A.Kb Cr2A.Kb Re7B.E.5A Pr4B.Ka</p> <p><u>Show Me:</u> FA1,2 1.1, 1.4, 1.5, 1.6, 2.1, 2.4, 2.5, 2.7</p> <p>NCCAS: Cr1.1.Ka, Cr1.1.Kb, Cr2.1.Kb, Re7.2.Ka</p> <p>NAfME: 1, 3, 6</p>	<ul style="list-style-type: none"><li>• I can follow the teacher's movements to music.</li><li>• I can define beat.</li><li>• I can name one real world example of steady beat.</li><li>• I can describe the difference between beat and no beat.</li><li>• I can express steady beat through singing and moving to a song.</li></ul>	How do musicians portray the presence of beat in music and in the world around us?



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<b>Topic 2: Voice</b>	<b>Priority Standard</b> MU:Cr1A.Ka-With guidance, explore and experience music concepts (such as beat and melodic contour).			
	Quarter One	<u>Music:</u> Cr1A.Ka Cr1A.Kb Re7B.Ka Cn10A.Ka  <u>Show Me:</u> FA 1,2,3 1.1, 1.4, 1.5, 1.6, 1.8, 2.1, 2.3 2.4, 2.5, 2.7,3.3,  NCCAS: Cn11.0.Ka, Cr1.1.Ka, Cr1.1.Kb, Re7.2.Ka  NAFME: 1, 3, 6	<ul style="list-style-type: none"> <li>• I can name four ways to use my voice.</li> <li>• I can name an appropriate place to use each voice.</li> <li>• I can demonstrate the voice types with movements in a song.</li> <li>• I can remember that silence is the absence of sound.</li> </ul>	How do musicians make creative decisions by using their voices in different ways?



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<b>Topic 3: Rhythm</b>	<b>Priority Standard</b> <b>MU:Re7B.Ka-</b> With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.			
	Quarter One	<p><u>Music:</u> Cn10A.Ka Re7B.Ka Cr1A.Ka Cr1A.Kb</p> <p><u>Show Me:</u> FA 1,2,3 1.1, 1.5, 1.6, 1.8, 2.1, 2.3, 2.4, 2.5, 3.3</p> <p>NCCAS: Cn11.0.Ka, Pr4.2.Ka, Re7.2.Ka</p> <p>NAfME: 1, 3, 6</p>	<ul style="list-style-type: none"> <li>• I can move different ways to a steady beat.</li> <li>• I can chant the rhythms to a song.</li> <li>• I can sing the rhythms to a song.</li> </ul>	How do musicians experience the connection between beat and rhythm through singing and moving?



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<b>Topic 1: Pitch</b>	<b>Priority Standard</b>			
	<b>MU:Pr4B.Ka-</b> With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.			
	Quarter Two	<p><u>Music:</u> Pr4B.Ka Re8A.Ka Re7B.Ka</p> <p><u>Show Me:</u> FA 1,3 1.1, 1.5, 1.6, 2.1, 2.5,</p> <p>NCCAS: Cn11.0.Ka, Pr4.2.Ka, Re8.1.Ka</p> <p>NAfME: 1, 2, 3, 6</p>	<ul style="list-style-type: none"><li>• I can demonstrate high and low pitches by singing, playing, and moving to a song.</li><li>• I can match pitch.</li></ul>	How do context and the manner in which musical work is presented influence audience response? (Performing: Present)



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<b>Topic 2: Melody</b>	<b>Priority Standard</b> MU:Cr1A.Ka- With guidance, explore and experience music concepts (such as beat and melodic contour).			
	Quarter Two	<u>Music:</u> Cr1A.Ka Cr1A.Kb Pr4B.Ka Pr4C.Ka Re7B.Ka  <u>Show Me:</u> FA 1,2,3 1.1, 1.2, 1.5,1.6, 2.1, 2.4, 2.5,  NCCAS: Cn11.0.Ka, Cr1.1.Ka, Cr1.1.Kb, Pr4.2.Ka, Pr4.3.Ka, Re8.1.Ka  NAFME: 1, 3, 4, 6, 8, 9	<ul style="list-style-type: none"> <li>I can recognize that music can go up and down.</li> <li>I can demonstrate melodic direction by singing, moving and playing to a piece of music.</li> </ul>	How does melodic direction affect music experience?



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<b>Topic 3: Meter</b>	<b>Priority Standard</b> <b>MU:Re7B.Ka-</b> With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.			
	Quarter Two	<p><u>Music:</u> Cr.1A.Ka Pr.6A.Ka Re7B.Ka</p> <p><u>Show Me:</u> FA 1,2,3 1.1, 1.5, 1.6,1.8, 2.1, 2.4, 2.5</p> <p>NCCAS: Cn11.0.Ka, Cr1.1.Ka, Pr6.1.Ka, Re7.2.Ka</p> <p>NAfME: 1, 2, 6, 8, 9</p>	<ul style="list-style-type: none"><li>• I can name something that comes in a set of two.</li><li>• I can perform movements to a song in patterns of two.</li><li>• I can chant in patterns of two.</li></ul>	How are patterns of 2 represented in music and other disciplines?



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<b>Topic 1: Instruments</b>	<b>Priority Standard MU:Cr1A.Ka- With guidance, explore and experience musical concepts.</b>			
	<b>Quarter Three</b>	<u>Music:</u> Cr1A.Ka Re7B.Ka Cn11A.Ka  <u>Show Me:</u> FA 1,2,3,4,5 1.1,1.6, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.7 3.3, 4.3  NCCAS: Cn11.0.Ka, Cr1.1.Ka, Re7.1.Ka, Re7.2.Ka  NAFME: 1, 2, 6	<ul style="list-style-type: none"> <li>I can recognize the four main instrument families of the orchestra.</li> <li>I can identify the trumpet, violin, flute, and drum and name the instrument family each represents.</li> </ul>	How do the 4 instrument families each contribute a different timbre to an orchestra?



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<b>Topic 2: Dynamics</b>	<b>Priority Standard</b> <b>MU:Pr4B.Ka-</b> With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.			
	Quarter Three	<p><u>Music:</u> Cr1A.Ka Cr1A.Kb Cr2A.Ka Pr4B.Ka Pr4C.Ka</p> <p><u>Show Me:</u> FA 1, 2, 3 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.4, 2.5, 2.7</p> <p>NCCAS: Cn11.0.Ka, Cr1.1.Kb, Pr4.2.Ka</p> <p>NAfME: 1, 2, 6, 8</p>	<ul style="list-style-type: none"><li>• I can describe the difference between loud and soft in a song.</li><li>• I can demonstrate movements that accurately reflect loud and soft.</li></ul>	How does singing, dancing and moving affect an audience response?





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<b>Topic 3: Tempo</b>	<b>Priority Standard</b> <b>MU: Pr4C.Ka-</b> With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics and tempo) that support the creators' expressive intent.			
	Quarter Three	<p><u>Music:</u> Cr1A.Ka Cr1A.Kb Pr4C.Ka Re7B.Ka Re8A.Ka Cn11A.Ka</p> <p><u>Show Me:</u> FA 1,2,3,4,5 1.1, 1.2, 1.5, 1.6, 1.9, 1.10 2.1, 2.3, 2.4, 2.5, 2.7, 3.3, 4.3</p> <p>NCCAS: Cn11.0.Ka, Cr1.1.Kb, Re7.2.Ka, Re8.1.Ka</p> <p>NAfME: 1, 2, 6, 8, 9</p>	<ul style="list-style-type: none"><li>• I can define tempo.</li><li>• I can describe, move to, and perform music at slow and fast tempos.</li></ul>	How does tempo affect an emotional response?



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<b>Topic 1: Duration</b>	<b>Priority Standard</b>			
	<b>MU: Re7B.Kb-</b> With guidance, demonstrate how a specific music concept (such as beat, or melodic direction) is used in music.			
	<b>Quarter Four</b>	<p><u>Music:</u> Cr1A.Ka Cr1A.Kb Cr2A.Kb Pr4B.Ka Cn11A.Ka Re7B.Ka</p> <p><u>Show Me:</u> FA 1,2,3,4,5 1.1, 1.4, 1.5, 1.6, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.7, 3.3, 4.3</p> <p>NCCAS: Cn11.0.Ka, Cr1.1.Ka, Cr1.1.Kb, Pr4.2.Ka</p> <p>NAfME: 1, 3, 4, 5, 6, 8</p>	<ul style="list-style-type: none"><li>• I can aurally identify long and short sounds.</li><li>• I can vocally imitate long and short sounds.</li><li>• I can create one long and one short rhythm pattern.</li><li>• I can demonstrate long and short sounds using instruments</li></ul>	How can a performer comprehend and express long and short sounds through a variety of activities?



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<b>Topic 2: Listening</b>	<b>Priority Standard MU:Cr2A.Ka-</b> With guidance, demonstrate and choose favorite musical ideas.			
	Quarter Four	<p><u>Music:</u> Cr2A.Ka Re8A.Ka Cn11A.Ka</p> <p><u>Show Me:</u> FA 1,2,3,4,5 1.1, 1.4, 1.5, 1.6, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.7, 3.3, 4.3</p> <p>NCCAS: Cn11.0.Ka, Cr2.1.Ka, Cr3.1.Ka, Cr3.2.Ka, Re8.1.Ka</p> <p>NAfME: 1, 2, 4, 6, 8</p>	<ul style="list-style-type: none"><li>• I can recognize that almost any sound can be used in a musical way.</li><li>• I can listen to, clap, and echo simple rhythm patterns using found sound "instruments."</li><li>• I can listen and identify the difference between male and female adult and children's singing voices.</li></ul>	Describe the timbre of singing voices by listening examples