Instructional Unit Title: Show me the Way to...

Music Kindergarten

The teacher may lead students in musical experiences (singing, playing instruments, and moving) so that students can begin exploring the range of tempos (fast to slow).

The teacher may lead students in musical experiences (singing, playing instruments, and moving) so that students can begin exploring the range of pitches (high to low).

The teacher may lead students in musical experiences (singing, playing instruments, and moving) so that students can begin exploring the range of sounds (loud to quiet).



The teacher may present a dramatically contrasting piece of instrumental music (i.e., one with a markedly different mood from the example used in the previous learning experience) so that students can continue exploring ways to use musical elements to attach meaning/emotion to a (musical) piece.

The teacher may present instrumental music (recorded or teacher-performed) without lyrics so that students can begin using musical elements (e.g., fast/slow, high/low, loud/quiet, and same/different) to attach meaning/emotion to a (musical) piece.

The teacher may lead students in musical experiences (singing, playing instruments, and moving) so that students can discover similar/different phrases in a larger (musical) section.



The teacher may juxtapose the instrumental pieces used thus far in the unit so that students can begin comparing the ways in which different (musical) pieces appeal to different emotions and/or make the listener feel different.



The teacher may provide (musical) examples with emotional content specific to certain occasions (e.g. "Happy Birthday" song) so that students can understand that music often connects with specific roles and settings.



PERFORMANCE ASSESSMENT: You are a music teacher and you have been asked to teach someone how to move to different types of music. To prepare to teach, you will listen closely to a piece of music and plan some movements to go along with it. You should be able to explain to your students why you chose the movements you did and how they match the music using the expressive elements you learned (fast/slow, loud/quiet, high/low, same/different, feelings, mood).

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.