

**Delaware Standards for Visual & Performing Arts**

**MUSIC Model Unit of Instruction - KINDERGARTEN – Gateway Lab School**

**Discipline: Music**

**Artistic Processes:** Create, Perform, Respond, Connect

**Title: Music DIY**

Description: Kindergarten students will show an understanding of form by performing and responding. They will show their understanding through singing, movement, and manipulatives. Students will explore contrast and create their own compositions.

**Grade: K**

In this Model Unit of Instruction (MUI) you will find: (mark all that apply)

<input checked="" type="checkbox"/> <b>X Strategies for instruction</b> <input checked="" type="checkbox"/> <b>X Standards for instruction</b>	<input checked="" type="checkbox"/> <b>X Assessment procedures</b>	<input checked="" type="checkbox"/> <b>X Knowledge, skills and vocabulary</b>	<input checked="" type="checkbox"/> <b>X Differentiation strategies</b> <input checked="" type="checkbox"/> <b>X Strategies for inclusion</b>
<input checked="" type="checkbox"/> <b>X Suggested formative and summative assessment scoring devices</b> <input checked="" type="checkbox"/> <b>x Unit specific rubrics</b>	<input checked="" type="checkbox"/> <b>X Resources needed for unit implementation</b>	<input type="checkbox"/> <b>LFS strategies</b> <input type="checkbox"/> <b>UbD strategies</b>	<input type="checkbox"/> <b>Benchmarked student work (with parental permission to upload to DOE website)</b>

**Estimate time for teaching and assessment:** (mark the appropriate box)

(Note: Time entered below is to assist teachers for planning purposes. Time estimates are to be used as a guideline.)

Approximately \_\_\_\_\_ hours       **To be determined by the individual teacher**

**Standards for embedding instruction**

**Creating**

**MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour)**

- I CAN move, sing, and play instruments to different songs.

**MU:Cr1.1.Kb With guidance, generate musical ideas(such as movements or motives)**

- I CAN create a musical idea—with help.

**MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology**

- I CAN choose and show my favorite musical ideas, with help.

**MU: Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.**

- I CAN share my musical ideas with others, with help.

**Performing**

**MU: Pr4.2. Ka 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.**

- I CAN explore and show how selected performance songs are different, with help.

**MU: Pr6.1. Kb Perform appropriately for the audience.**

- I CAN perform music with feeling, with help.

**Responding**

**MU: Re7.2. Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.**

- I CAN show how musical ideas are used in music.

**MU: Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive and intent.**

- I CAN tell you, with help, how the composer/performer used musical ideas to share a thought or feeling.

**Connecting**

**MU: Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

- I CAN show an understanding of the Arts when I perform, create and respond.

**MU: Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

- I CAN tell you how Music relates to other subjects and daily life.

**Strategies for embedding instruction** *[possible sequence & strategies to align instruction and assessment to the Standards for Visual & Performing Arts within a classroom unit]*

**Creating** - Students will create their own contrasting composition using rhythm.

**Performing** - Students will perform various pieces of music showing understanding of form with movement and/or manipulatives.

**Responding** - Students will demonstrate how musical form uses contrasting qualities such as loud/soft, fast/slow, same/different using various movements and/or manipulatives.

**Connecting** - Students will connect musical concepts with the mathematical concept of patterns.

**Assessment procedures** *[outline of procedures necessary to obtain comparable work from multiple teachers]*

**Knowledge, skills and vocabulary** *[focusing on concepts required to successfully complete the task]*

**Key vocabulary:** Loud, Soft, Fast, Slow, Call and Response, Form (i.e.: AB, ABA, etc.), Beat, Create, Perform, Rhythm

**Knowledge and skills** [other than Key Vocabulary]

Students will:

- Identify form based on concepts of same/different
- Create their own songs in specified forms.
- Show understanding of form using various mediums (i.e.: colors, shapes, manipulatives, hand signs, movement, instruments, fast/slow, loud/soft)
- Students will use appropriate vocabulary to express and communicate contrasting qualities of music in relation to form.

**Strategies for inclusion** *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.)*

**Differentiation strategies** *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*

**Resources** *[for unit implementation]*

Manipulatives (such as blocks, different colored papers, shapes, counting bears etc.), a varied repertoire of music showing form and contrast, visualizations of age appropriate rhythms, visuals for fast/slow, loud/soft, and classroom musical instruments

Links:

Presto versus Largo

<https://www.youtube.com/watch?v=iN5Jv9s-z80>

Piano versus Forte

<https://www.youtube.com/watch?v=IUYEvCly8Fo>

Arrange tones in the musical grid to compose a song

<https://musiclab.chromeexperiments.com/Song-Maker>

**Suggested formative and summative assessment devices** [rubrics, checklists, rating scales, etc.]

**Formative Assessment** - [Teacher Formative Assessment](#)

Using the [Teacher Formative Assessment](#), teacher can assess student's progress throughout the unit based on the activity planned to show and teach form within a lesson. Teacher would only use the criteria fitting each day's lesson from the Teacher Formative Assessment (i.e.: if using manipulatives that day only assess using criteria 3).

- Teacher chooses musical selections based on form that is being assessed
- With teacher guidance, students show Form with Singing
  - Melody - same versus different
  - Loud & Soft
- With teacher guidance, students show Form with Movement
  - fast & slow - beat
  - body percussion
- With teacher guidance, students show Form with Manipulatives
  - hands, paper, colors, shapes, instrument
- Student create their own form and explain their composition using A and B as identifiers

**Summative Assessment**

Teacher will pass out to each student several copies of 2 different music patterns (adaption- use a blank sheet of paper and glue answers to paper). Teacher will document answers on the [Teacher Summative Assessment](#).

Individually, students will create their own ABA form using the rhythms.

Teacher will document answers by either taking pictures of students work, (adaptation- student glue answers to blank paper)

Teacher will then say to create an AB form (repeat process)

Teacher will then say to create an AAB Form (repeat Process)

Teacher will then tell students to create their own form

Teacher will ask students to explain their form using A and B identifiers

[Teacher Summative Assessment](#)

**Unit-specific rubrics**

**Formative Rubric**

	<b>Unscorable (0)</b>	<b>Emerging (1)</b>	<b>Approaching (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Standards</b>
<b>Demonstrate understanding of form through singing</b>	Did not attempt	Student did not demonstrate understanding of form through	Student demonstrates some understanding of form through	Student demonstrates consistent understanding of	Student demonstrates complete understanding of form through	<b>MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour)</b> I CAN move, sing, and play instruments to different songs.

		singing	singing	form through singing	singing	
<b>Demonstrate understanding of form through movement</b>	Did not attempt	Student did not demonstrate understanding of form through movement	Student demonstrates some understanding of form through movement	Student demonstrates consistent understanding of form through movement	Student demonstrates complete understanding of form through movement	<p><b>MU: Pr4.2.Ka 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.</b></p> <p>I CAN explore and show how selected performance songs are different, with help.</p>
<b>Demonstrate understanding of form through manipulatives</b>	Did not attempt	Student did not demonstrate understanding of form through manipulative	Student demonstrates some understanding of form through manipulatives	Student demonstrates consistent understanding of form through manipulatives	Student demonstrates complete understanding of form through manipulatives	<p><b>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction)is used in music.</b></p> <p>I CAN show how musical ideas are used in music.</p>
<b>Demonstrate understanding of form through composition</b>	Did not attempt	Student did not demonstrate understanding of form through composition with explanation	Student demonstrates some understanding of form through composition with explanation	Student demonstrates consistent understanding of form through composition with explanation	Student demonstrates complete understanding of form through composition with explanation	<p><b>MU:Cr1.1.Kb With guidance, generate musical ideas(such as movements or motives)</b></p> <p>I CAN create a musical idea—with help.</p> <p><b>MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology</b></p> <p>I CAN choose and show my favorite musical ideas, with help.</p> <p><b>MU: Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo)that reflect creators'/performers' expressive and intent.</b></p> <p>I CAN tell you, with help, how the composer/performer used musical ideas to share a thought or feeling.</p>

**Summative Rubric**

	No Response(0)	Emerging(1)	Approaching(2)	Meets(3)	Exceeds (4)	Standards
<b>Create AB Form</b>	Student did not attempt to create AB Form	Student created/composed a Form in AB with multiple mistakes.	Student created/composed a Form in AB with 2 mistakes.	Student created/composed a Form in AB with 1 mistake.	Student created/composed a Form in AB with no mistakes	<b>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</b> I CAN show how musical ideas are used in music.
<b>Create ABA Form</b>	Student did not attempt to create ABA Form	Student created/composed a Form in ABA with 3 or more mistakes	Student created/composed a Form in ABA with 2 mistakes	Student created/composed a Form in ABA with 1 mistake	Student created/composed a Form in ABA with no mistakes	<b>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</b> I CAN show how musical ideas are used in music.
<b>Create AAB Form</b>	Student did not attempt to create AAB Form	Student created/composed a Form in AAB with 3 or more mistakes	Student created/composed a Form in AAB with 2 mistakes	Student created/composed a Form in AAB with 1 mistake	Student created/composed a Form in AAB with no mistakes	<b>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</b> I CAN show how musical ideas are used in music.
<b>Student Created Form with explanation</b>	Student did not attempt to create his/her own form	Student created/composed his/her own form but cannot state the pattern	Student created/composed his/her own form and attempts to describe the pattern	Student created/composed his/her own form and describes the pattern close to accuracy	Student created/composed his/her own form and can accurately describes the pattern with synthesized ideas	<b>MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology</b> I CAN choose and show my favorite musical ideas, with help. <b>MU: Cr3.2.KaWith guidance, demonstrate a final version of personal musical ideas to peers.</b>

						I CAN share my musical ideas with others, with help.
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