

Kindergarten Mu Week Of

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective:	Create and perform 4-beat body percussion patterns.	Match a vocal contour to a visual representation.	Same as Monday.	Recognize dynamic levels based on the content of a poem.	Create sound patterns to make visual upward and downward patterns.
Essential Question:	What is echo singing?	How does the melody go upward or downward?	Same as Monday.	Should the poem be loud or soft?	Spotlight Your Success
Vocabulary:	None	Same as Monday.	Body Percussion	None	None
Misconceptions:	None	Same as Monday.	Same as Monday.	Same as Monday.	Same as Monday.
Lesson Activities (Guided/Ind. Practice/Lesson closure/Assessment/Exit Ticket)	"A Sailor Went To Sea, Sea, Sea"	"Sleep, Bonnie Bairnee"	"Head and Shoulders"	"Rain Poem" "Rain Sizes"	"Dragonfly" "Up The Hill"
TEKS:	1B, 3A, 3B, 4B, 5A, 5B, 6A	1B, 3A, 4B, 5A, 5B, 6A	1B, 3A, 3B, 4B, 5A, 5B, 6A	1B, 2A, 6A	1B, 2A, 3A, 5A, 6A
Key Questions:	What is body percussion?	Can you show melodic movement with your hands?	Same as Monday.	What letters represent loud and soft in music?	Spotlight Your Success