

Kindergarten Music Week of 8/30-9/3

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective:	Create vocal upward and downward melodic patterns.	Perform sound and movements to show the difference between steady beat and no steady beat.	Move with the steady beat at different tempos to represent different answers.	Same as Monday.	Match a vocal contour to a visual representation.
Essential Question:	How do melodies move up and down?	Which pictures show steady beatn and which show no steady beat?	What kinds of things make a steady beat sound?	Same as Monday.	Does the melody go upward or downward?
Vocabulary:	upward, downward, melody	steady beat	Same as Tuesday.	Same as Monday.	None
Misconceptions:	None	steady beat vs. rhythm	Same as Tuesday.	Same as Monday.	None
Lesson Activities (Guided/Ind. Practice/Lesson closure/Assessment/Exit Ticket)	Willum	Ears Far and Near	The Ants Go Marching, The Royal March of the Lion	Same as Monday.	Sleep, Bonnie Bairnie
TEKS:	1B, 2A, 3A, 5A, 5B	1B, 2A, 3A, 5A, 6A	2A, 5A, 5B, 6A	Same as Monday.	1B, 3A, 4B, 5A, 6A
Key Questions:	How can we move our voices upward and downward?	How did we show stady beat and no steady beat?	How would people have to change their walking if in a parade?	Same as Monday.	Can you show melodic movement with your hands?