

**Kindergarten Music Week of 9/13-9/17**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Objective:</b>	Recognize dynamic levels based on the content of a poem.	Move with the steady beat at different tempos to represent different animals.	Move to show recognition of louder and softer sound.	Match a vocal contour to a vowel representation.	Create and perform four-beat body percussion patterns.
<b>Essential Question:</b>	Should the poem be loud or soft?	What kind of things make a steady beat sound?	Can you sing an echo?	Does the melody go upward or downward?	What is echo singing?
<b>Vocabulary:</b>	None	steady beat	None	None	None
<b>Misconceptions:</b>	None	steady beat vs. rhythm	None	None	None
<b>Lesson Activities (Guided/Ind. Practice/Lesson closure/Assessment/Exit Ticket)</b>	Rain Poem, Rain Sizes	The Ants Go Marching, The Royal March of the Lion	Sing After Me	Sleep, Bonnie Bairnie	A Sailor Went To Sea, Sea, Sea
<b>TEKS:</b>	1B, 2A, 6A	2A, 5A, 5B, 6A	1B, 1C, 2A, 4A, 5B, 6A	1B, 3A, 4B, 5A, 5B, 6A	1B, 3A, 3B, 4B, 5A, 5B, 6A
<b>Key Questions:</b>	What letters represent loud and soft in music?	How would people have to change their walking if in a parade?	Were the hunters loud or soft?	Can you show melodic movement with your hands?	What is body percussion?