

Kindergarten Music Week of 9/20-9/24

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective:	Create and perform 4-beat body percussion patterns.	Recognize dynamic levels based on the content of a poem.	Create sound patterns to match visual upward and downward patterns.	Move to show recognition of louder and softer sounds.	Children will learn to identify and represent long and short sounds.
Essential Question:	What is echo singing?	Should the poem be loud or soft?	Spotlight Your Success	Can you sing an echo?	What are rhyming words?
Vocabulary:	body percussion	None	None	None	None
Misconceptions:	None	None	None	None	None
Lesson Activities (Guided/Ind. Practice/Lesson closure/Assessment/Exit Ticket)	Head And Shoulders	Rain Poem, Rain Sizes	Dragonfly, Up The Hill	Sing After Me	Down By The Bay
TEKS:	1B, 3A, 3B, 4B, 5A, 5B, 6A	1B, 2A, 6A	1B, 2A, 3A, 5A, 6A	1B, 1C, 2A, 4A, 5B, 6A	2A, 4B, 6A
Key Questions:	What is body percussion?	What letters represent loud and soft in music?	Spotlight Your Success	Were the hunters loud or soft?	What moods do the rhyming words suggest?