Subject					
Week Of	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Objective:	Match a vocal contour to a visual representation.	Create vocal upward and downward melodic patterns.	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 sounds.
Essential Question:	Does the melody go upward or downward?	How do melodies move up and down?	Should the poem be loud or soft?	What kind of things make a steady beat sound?	Can you sing an echo?
Vocabulary:	None	upward downward melody	None	steady beat	None
Misconceptions:	None	None	None	steady beat vs. rhythm	None
Lesson Activities (Guided/Ind. Practice/Lesson closure/Assessment/Exit Ticket)	"Sleep, Bonnie Bairnie"	"Willum"	"Rain Poem" "Rain Sizes"	"The Ants Go Marching" "The Royal March of the Lion"	"Sing After Me"
TEKS:	1B, 3A, 4B, 5A, 5B, 6A	1B, 2A, 3A, 5A, 5B	1B, 2A, 6A	2A, 5A, 5B, 6A	1B, 1C, 2A, 4A, 5B, 6A
Key Questions:	Can you show melodic movement with your hands?	How can we move our voices upward and downward?	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?