

DATE: 02/15		GRADE: Kindergarten	
VERB(S):		DETAILS:	
PREP 2: Identi... PREP 1: Decip... PRAC: Improve PRAC: Read		High and low pitches. High and low pitches. Fast and slow tempos. Dynamics and tempo.	
		SUCCESS: Hear two different pitches on the piano. Move like a cow or a bird to the correct pitch. Choose fast or slow. Read the cards and move with my body.	
PREPARE: Early (Prepare the Ear: Learn repertoire; build awareness of a new sound and its qualities.) Middle (Aural Context: Aurally use the new sound with a descriptor in conjunction with known concepts.) Late (Concept Manipulation: Visually use the new sound (pre-notation) with known concepts in standard notation.) PRESENT: Label sound being prepared, show symbols and provide theory connection. PRACTICE: Further development of recently presented concept through a variety of literacy skills.			
OPENING		<i>T will lead ss through Jack and Jill. Ss will find one partner and play jack and jill game.</i> <i>TRANS - T ends with ss on the orange line. Ss receive paper and pencil to go to their assigned dot.</i>	
Comparatives: High & Low			
H I G H C O N C	PREP 2: Identify & Com...	<i>Pre-assessment</i>	<i>T plays extreme high and low pitches on piano. Ss must circle birds or cows corresponding to high and low. T improvises new words to collect papers and pencils in an organized orderly fashion.</i>
	PREP 2: Identify & Com... PREP 1: Decipher	<i>Birds and Cows</i>	<i>T: Show me how a bird moves. Ss demonstrate while t plays piano.</i> <i>T: Show me how a cow moves. Ss demonstrate while t plays piano.</i> <i>T plays piano for students to guess birds or cows.</i> <i>T: When we flew like a bird our sound was __, and when we crawled like a cow our sound was __.</i>
CHANGE OF PACE			
Comparatives: Dynamic & Tempo			
M O D C O N C	PRAC: Improve	<i>Clickity Clack</i>	<i>T reads the book with the song. Ss will move around the room to the song. S will be an engineer and control fast or slow.</i>
	PRAC: Read	<i>Lucy Locket</i>	<i>T sings song while ss moves only when the t moves.</i> <i>T: We have to sing quietly because Lucy has sensitive ears.</i> <i>T leads students with dynamic cards while ss sing.</i>
	CHOOSE:		
CLOSING			

DATE: 02/22		GRADE: Kindergarten	
VERB(S):		DETAILS:	
PREP 2: Identi... PRAC: Improve PRAC: Read		High and low pitches Loud and quiet dynamics. Dynamics and Tempo.	Hear the difference in the two pitches. Sing the song with correct dynamics. Read the cards and respond on instrument.
PREPARE: Early (Prepare the Ear: Learn repertoire; build awareness of a new sound and its qualities.) Middle (Aural Context: Aurally use the new sound with a descriptor in conjunction with known concepts.) Late (Concept Manipulation: Visually use the new sound (pre-notation) with known concepts in standard notation.) PRESENT: Label sound being prepared, show symbols and provide theory connection. PRACTICE: Further development of recently presented concept through a variety of literacy skills.			
OPENING		<i>Engine #9 - ss will follow t into classroom in their line while chanting the words modeling high and low speaking voices as a vocal and physical warm up. T will pick up Bella and Beau for pitch visual. T will switch the order of high and low phrases for ss to respond.</i> <i>TRANS: T demonstrates Bella and Beau chanting Queen Caroline</i>	
H I G H C O N C	Comparatives: High & Low		
	PREP 2: Improve	<i>Puppets</i>	<i>T shuffles dot box for s to come choose Bella and/or Beau and chant Queen Caroline</i>
	PREP 2: Identify & Com...	<i>Assessment</i>	<i>Birds and cows pictures will be placed on either side of a line. T will play extreme and 9th(r', d) high and low pitches on piano while ss by dot colors stand on a line and jump to which side the answer is on.</i>
CHANGE OF PACE		<i>Intro to Fishy Song- T is queen and ss can only move when t claps.</i>	
M O D C O N C	Comparatives: Dynamic & Tempo		
	PRAC: Improve	<i>Lucy Locket</i>	<i>T leads ss into a sitting circle. Ss play game for Lucy Locket with a purse.</i>
	PRAC: Read	<i>Drum Ensemble</i>	<i>T is the "conductor" who holds up cards (fast/slow/loud/quiet) while ss respond on instrument. Ss will be the conductor too.</i>
	CHOOSE:		
CLOSING			

DATE: 03/02		GRADE: Kindergarten no. 3	
VERB(S):		DETAILS:	
PREP 1: Perform - PRAC: Read - PRAC: Compose -		High and low pitches. Dynamics and Tempo. Dynamics and Tempo.	While singing and moving fishy sticks. Follow the conductor with my instrument. Choose own dynamics and tempo for the song.
PREPARE: Early (Prepare the Ear: Learn repertoire; build awareness of a new sound and its qualities.) Middle (Aural Context: Aurally use the new sound with a descriptor in conjunction with known concepts.) Late (Concept Manipulation: Visually use the new sound (pre-notation) with known concepts in standard notation.) PRESENT: Label sound being prepared, show symbols and provide theory connection. PRACTICE: Further development of recently presented concept through a variety of literacy skills.			
OPENING		<i>Fishy Hand Puppet - Story of a fish with song fishy fishy</i>	
H I G H C O N C	<i>Comparatives: High & Low</i>		
	PREP 1: Perform -	<i>Fishy Fishy Game</i>	<i>Ss will play the game and be the king or queen</i>
	PREP 1: Perform - PREP 1: Move/Echo -	<i>Post Assessment</i>	<i>Ss will demonstrate with fishy sticks as dot groups fishy fishy while singing.</i>
CHANGE OF PACE			
M O D C O N C	<i>Comparatives: Dynamic & Tempo</i>		
	PRAC: Read -	<i>Drum Ensemble Mashup</i>	<i>T is the "conductor" with the tempo and dynamic dice. Ss will be the "conductor" too.</i>
	PRAC: Compose -	<i>Queen Caroline Craft</i>	<i>Ss will find one partner. T gives composition paper to ss. Ss will cut out dynamics and tempo to begin craft.</i>
	CHOOSE: -		
CLOSING			