Region 14 Schools
Inspiring Excellence

Content Area	Course: Music	Grade Level: Pre-Kindergarten
Pre-K Music	**R14 The Seven Cs of Learning**	
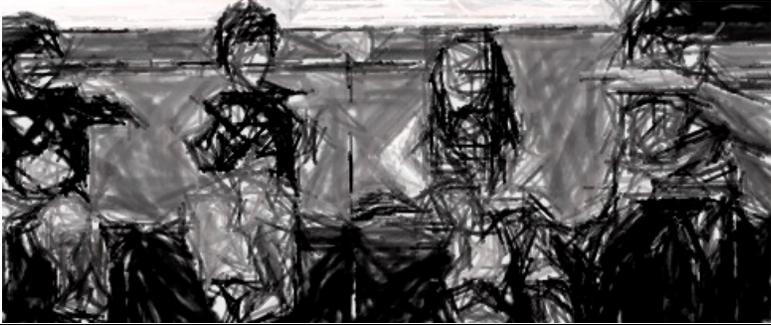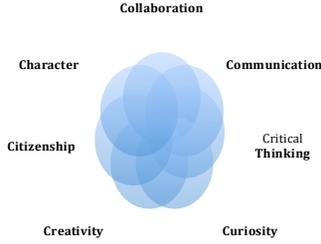
Unit Titles	Length of Unit
• The Tuneful Musician	• Ongoing
• The Beatful Musician	• Ongoing
• The Artful Musician	• Ongoing

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Strands	Course Level Expectations*
Create	• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians can generate creative ideas, make creative decisions, and know when to share. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication
Perform	• Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. • Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music
Respond	• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
Connecting	• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

*Expectations span Grades PK-8 and are based on the National Coalition Core for Art Standards

Unit Title	The Tuneful Musician	Length of Unit	Ongoing

Inquiry Questions (Engaging & Debatable)	• How do musicians generate creative ideas? • How do musicians improve the quality of their creative work? • When is creative work ready to share? • How do performers select repertoire? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How do we judge the quality of musical works and performances?
Standards*	**Create:** *Imagine:* MU:Cr1.1.PK *Evaluate & Refine:* MU:Cr3.1.PK *Present:* MU:Cr3.2.PK **Perform:** *Select:* MU:Pr4.1.PK *Interpret:* MU:Pr4.3.PK *Rehearse, Evaluate & Refine:* MU:Pr5.1.PK *Present:* MU:Pr6.1.PK **Respond:** *Evaluate:* MU:Re9.1.PK
Unit Strands & Concepts	• Pitch Exploration • Song Fragments (Echo Songs, Call and Response Songs) • Simple Songs • Arioso
Key Vocabulary	pitch, high, low, head voice, call and response, echo, arioso

*Standards based on National Coalition for Core Art Standards
For more information visit: https://nafme.org/wp-content/files/2014/06/1-Core-Music-Standards-PreK-81.pdf

Unit Title	The Tuneful Musicians	Length of Unit	Ongoing

Critical Content: My students will **Know**...	Key Skills: My students will be able to (**Do**)...
• arioso • simple songs • head voice • echo songs • call and response songs	• engage vocal muscles to sing in head voice • perform, in tune, echo and call and response songs as an individual and in a group • sing simple songs independently and in tune • spontaneously create songs using a neutral syllable, with familiar words and with new words

Assessments:	• Teacher observation, Student performance
Teacher Resources:	First Step in Music for Preschool and Beyond- John M. Feierabend Additional resources by John M. Feierabend

Unit Title	The Beatful Musician	Length of Unit	Ongoing

Inquiry Questions (Engaging & Debatable)	• How do musicians generate creative idea sand make creative decisions? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? • When is a performance judged ready to present? • How do we judge the quality of musical works and performances?
Standards	**Create:** *Imagine:* MU:Cr1.1.PK *Plan & Make:* MU:Cr2.1.PK **Perform:** *Select:* MU:Pr4.1.PK *Analyze:* MU:Pr4.2.PK *Present:* MU:Pr6.1.PK **Respond:** *Select:* MU:Re7.1.PK *Analyze:* MU:Re7.2.PK *Interpret:* MU:Re8.1.PK *Evaluate:* MU:Re9.1.PK
Unit Strands & Concepts	• SongTales • Movement Exploration • Movement for Form and Expression
Key Vocabulary	songtale, movement, form, expression, emotion, classical music, rhymes, fingerplay, action song

Unit Title	The Beatful Musician	Length of Unit	Ongoing

Critical Content: My students will **Know**...	Key Skills: My students will be able to **(Do)**...
• stories sung through songtales • awareness of body parts and whole, time, space, levels, weight, locomotion, flow, shape and others	• analyze and discuss stories presented through songtales • perform movement warm ups demonstrating an awareness of various laban themes (body parts and whole, time, space, etc) • perform music expressively through movement • perform fingerplays, action songs and circle games as a way to demonstrate understanding of form and expression

Assessments:	• Teacher observation, student performance
Teacher Resources:	First Step in Music for Preschool and Beyond- John M. Feierabend Additional resources by John M. Feierabend

Unit Title	The Artful Musician	Length of Unit	Ongoing

Inquiry Questions (Engaging & Debatable)	• How do musicians generate creative ideas? • How do musicians make creative decisions? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do musicians improve teh quality of their performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How does understanding the structure and context of music inform a response?
Standards	**Create:** *Imagine:* MU:Cr1.1.PK *Plan & Make:* MU:Cr2.1.PK **Perform:** *Select:* MU:Pr4.1.PK *Analyze:* MU:Pr4.2.PK *Rehearse, Evaluate & Refine:* MU:Pr5.1.PK *Present:* MU:Pr6.1.PK **Respond:** *Analyze:* MU:Re7.2.PK
Unit Strands & Concepts	• Movement with the Beat
Key Vocabulary	beat, rhyme, body parts, rhythm, tempo, march, walk, gallop, skip, twist, shake, bend

Unit Title	The Artful Musician	Length of Unit	Ongoing

Critical Content: My students will **Know**...	Key Skills: My students will be able to **(Do)**...
• various ways of moving to music	• perform beat motions at tempo set by a peer or the teacher • move appropriately • perform movements to various styles, meter and tonality • perform movements to music in beat groups of two and three

Assessments:	• Teacher observation, student performance
Teacher Resources:	First Step in Music for Preschool and Beyond- John M. Feierabend Additional resources by John M. Feierabend