

Lesson: Building Musical Knowledge in Kindergarten

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Enduring Understanding	Objectives	Pre-Assessment	Assessment
<p>THE BIG IDEA Students will understand that each musical instrument is unique and belongs to one of four musical instrument families.</p> <p><u>Music Content Standards</u></p> <p><u>Standard 1</u></p> <p>PO 1: Identify classroom instruments. PO 3: Identify instruments by family (woodwind, percussion, brass, strings).</p> <p><u>Subject(s) Content Standards</u> Mathematics Strand Four Concept 4: PO 1: Verbally compare objects according to observable and measurable attributes. PO 2: Communicate orally how different attributes of an object can be measured. PO 3: Order objects according to observable and measurable attributes. Strand Five Concept 2 PO 1: Sort objects according to observable attributes. PO 2: Provide rationale for classifying objects according to observable attributes (e.g., color, size, shape, weight, etc.).</p>	<p>Knowledge and skills students will need to complete the final product or performance?</p> <p>Students will need to be able to sort objects according to observable attributes.</p> <p>Students will need to identify a musical instrument.</p> <p>Students will need to identify musical instruments by family.</p> <p>Final performance or product <i>In what way(s) will students demonstrate what they have learned?</i></p> <p>Students will make instrument flashcards and create a musical family chart for each of the musical families.</p>	<p>Students <i>How do you know what students already know? How can you find out?</i></p> <p>Brainstorm what is a musical instrument. Ask students if they can name any musical instruments and then list them on the white board.</p> <p>Teacher <i>What content knowledge and resources will you need to implement the lesson?</i></p> <p>Be familiar with the instrument families and what each instrument has in common with the other instruments within that family.</p> <p>Basic knowledge of how an instrument creates its specific sound.</p> <p>The book <i>M is for Melody</i> by Kathy-Jo Wargin.</p> <p>The sfskids.org website.</p> <p>Various pictures of musical instruments.</p>	<p>Summative <i>How will you know that students have achieved the standard(s)? Refer to the six facets of understanding listed below.</i></p> <p>Students will apply their musical knowledge by building a chart for each musical family.</p> <p>Students will verbally explain the attributes that instruments have in common with each other within a musical family.</p> <p>Formative (For longer lessons) <i>How will you assess students' progress toward the objective?</i></p>

The Six Facets of Understanding
(How do we know that we know?)

Explain

Interpret

Apply

Have perspective

Empathize

Have self knowledge

Process	Notes
<p>Learning Sequence: What are the steps involved in implementing this lesson? 1. Brainstorm "What is a musical instrument". 2. Introduce musical instruments from one musical family at a time with pictures of real instruments, if possible. 3. Explain what a musical instrument family is and introduce instruments belonging to that family. 4. Read selected pages from the book M is for Melody, highlighting specific instruments. 5. Show students pictures of instruments from the sfskids.org interactive website and listen to each instrument. 6. Repeat last three steps for each musical family. 7. Have students cut-out pictures of instruments to make instrument flashcards. 8. Write woodwinds, strings, percussion, and brass on sentence strips. 9. Have students practice with partners sorting instrument flashcards by instrument family. 10. Have students explain why instruments belong to certain families with a partner or independently. 11. Have students sort flashcards several times until students demonstrate mastery of the instrument families. 12. Flashcards can be permanently placed onto butcher paper under instrument family categories to create a poster for the classroom.</p> <p>Vocabulary: What new words will students need to learn in order to achieve the objective(s)? Names of the musical instruments Woodwinds Strings Percussion Brass</p> <p>Equipment, Materials, Resources: What is needed for the lesson and the assessment? Various pictures of musical instruments Construction paper Scissors Glue Pencils Chart paper Sentence strips The book M is for Melody by Kathy-Jo Wargin The sfskids.org website Computer with speakers and internet</p>	<p><i>What adaptations might you make to the learning sequence in order to meet different student needs?</i></p> <p>I would try to have instruments available in the classroom for the students to touch and investigate, at least one instrument per musical family.</p> <p>Increase the duration of the lesson, slow it down a bit. Spend more time manipulating the instrument cards.</p> <p>Listen to musical pieces and try to isolate specific instrument sounds.</p> <p>Any other comments on the implementation of this lesson?</p>