## **Southern York County School District Instructional Plan**

Name:	Dates: September
Course/Subject: Vocal Music K	Unit Plan 1
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: 1. Singing alone and with others, a varied repertoire of music.	
Understanding(s): Students will understand	Essential Question(s):
<ol> <li>Singing is an expression of everyday life.</li> <li>Good singing requires many skills and a understanding of how they work together to make good music.</li> </ol>	<ul><li>Why do people sing?</li><li>What makes good music?</li></ul>
Learning Objectives: Students will know  That people sing for a variety of reasons.  Register  Tempo Dynamics Pitch	Students will be able to:  Identify differences in register, tempo and dynamics
Name:	Dates: September-October
Course/Subject: Vocal Music K	Unit Plan 10
Stage 1 – De	sired Results
PA Standard(s)/Assessment Anchors Addressed: 6. Listening to, analyzing, and describing music	
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6. Listening to, analyzing, and describing mus Understanding(s): Students will understand 1. Movement is a response to what we	Essential Question(s):  How do people express music through
<ul> <li>6. Listening to, analyzing, and describing must Understanding(s): Students will understand <ol> <li>Movement is a response to what we hear.</li> </ol> </li> <li>Learning Objectives: Students will know <ul> <li>That people move in a variety of ways according to what they hear and how</li> </ul> </li> </ul>	<ul> <li>Essential Question(s):</li> <li>How do people express music through movement?</li> <li>Students will be able to:</li> <li>Identify and perform differences in non-</li> </ul>
<ul> <li>6. Listening to, analyzing, and describing must Understanding(s): Students will understand <ol> <li>Movement is a response to what we hear.</li> </ol> </li> <li>Learning Objectives: Students will know <ul> <li>That people move in a variety of ways according to what they hear and how they feel.</li> </ul> </li> </ul>	<ul> <li>Essential Question(s):</li> <li>How do people express music through movement?</li> <li>Students will be able to:</li> <li>Identify and perform differences in non-locomotor and locomotor movements.</li> </ul>
<ul> <li>6. Listening to, analyzing, and describing must Understanding(s): Students will understand</li> <li>1. Movement is a response to what we hear.</li> <li>Learning Objectives: Students will know</li> <li>That people move in a variety of ways according to what they hear and how they feel.</li> <li>Name:</li> <li>Course/Subject: Vocal Music K</li> </ul>	<ul> <li>Essential Question(s):</li> <li>How do people express music through movement?</li> <li>Students will be able to:</li> <li>Identify and perform differences in non-locomotor and locomotor movements.</li> <li>Dates: October</li> </ul>
<ul> <li>6. Listening to, analyzing, and describing must Understanding(s): Students will understand</li> <li>1. Movement is a response to what we hear.</li> <li>Learning Objectives: Students will know</li> <li>That people move in a variety of ways according to what they hear and how they feel.</li> <li>Name:</li> <li>Course/Subject: Vocal Music K</li> </ul>	Essential Question(s):  How do people express music through movement?  Students will be able to: Identify and perform differences in non-locomotor and locomotor movements.  Dates: October  Unit Plan 2  sired Results  ded:

<ul> <li>Students will understand</li> <li>1. Singing is an expression of everyday life.</li> <li>2. Good singing requires many skills and a understanding of how they work together to make good music.</li> <li>Learning Objectives: Students will know</li> <li>That people sing for a variety of reasons.</li> <li>Register</li> </ul>	<ul> <li>Why do people sing?</li> <li>What makes good music?</li> <li>Students will be able to:         <ul> <li>Identify differences in register, tempo and dynamics</li> <li>Demonstrate the differences in register,</li> </ul> </li> </ul>	
<ul> <li>Tempo</li> <li>Dynamics</li> <li>Pitch</li> <li>4-8 Measure Simple Folksongs</li> </ul>	tempo and dynamics  Dates: November	
Name:		
Course/Subject: Vocal Music K	Unit Plan 3	
Stage 1 – Desired Results		
PA Standard(s)/Assessment Anchors Address  1. Singing alone and with others, a varied repe		
Understanding(s): Students will understand	Essential Question(s):	
<ol> <li>Singing is an expression of everyday life.</li> <li>Good singing requires many skills and a understanding of how they work together to make good music.</li> </ol>	<ul><li>Why do people sing?</li><li>What makes good music?</li></ul>	
Learning Objectives: Students will know  That people sing for a variety of reasons.  Register Tempo Dynamics Pitch 4-8 Measure Simple Folksongs AB Form	<ul> <li>Students will be able to:</li> <li>Identify differences in register, tempo and dynamics</li> <li>Demonstrate the differences in register, tempo and dynamics</li> </ul>	
Name:	Dates: November-December	
Course/Subject: Vocal Music K	Unit Plan 11	
Stage 1 – De	sired Results	
PA Standard(s)/Assessment Anchors Addressed: 6. Listening to, analyzing, and describing music		
Understanding(s): Students will understand  1. Movement is a response to what we	How do people express music through movement?	

hear.		
Learning Objectives: Students will know  That people move in a variety of ways according to what they hear and how they feel.	<ul> <li>Students will be able to:</li> <li>Identify and perform differences in non-locomotor and locomotor movements.</li> <li>Perform contrasting movements in AB form songs</li> </ul>	
Name:	Dates: December	
Course/Subject: Vocal Music Kindergarten	Unit Plan 4	
Stage 1 – Desired Results		
PA Standard(s)/Assessment Anchors Addressed: 1. Singing alone and with others, a varied repertoire of music.		
Understanding(s): Students will understand	Essential Question(s):	
<ol> <li>Singing is an expression of everyday life.</li> <li>Good singing requires many skills and a understanding of how they work together to make good music.</li> </ol>	<ul><li>Why do people sing?</li><li>What makes good music?</li></ul>	
Learning Objectives: Students will know  That people sing for a variety of reasons.  Register  Tempo  Dynamics  Pitch  4-8 Measure Simple Folksongs  AB Form	<ul> <li>Students will be able to:</li> <li>Identify differences in register, tempo and dynamics</li> <li>Demonstrate the differences in register, tempo and dynamics</li> </ul>	
Name:	Dates: January	
Course/Subject: Vocal Music K	Unit Plan 5	
Stage 1 – Desired Results		
PA Standard(s)/Assessment Anchors Addressed:  1. Singing alone and with others, a varied repertoire of music.		
Understanding(s): Students will understand  1. Singing is an expression of everyday life.  2. Good singing requires many skills and a understanding of how they work together to make good music.  Learning Objectives:	<ul><li>Essential Question(s):</li><li>Why do people sing?</li><li>What makes good music?</li></ul>	

## Students will know . . . Students will be able to: That people sing for a variety of Identify differences in register, tempo reasons. and dynamics Demonstrate the differences in register, Register Tempo tempo and dynamics **Dynamics** Identifies melodic contour through body Pitch movement 4-8 Measure Simple Folksongs AB Form Ascending and descending melodic direction Name: **Dates: February** Course/Subject: Vocal Music K **Unit Plan 6** Stage 1 - Desired Results PA Standard(s)/Assessment Anchors Addressed: 1. Singing alone and with others, a varied repertoire of music. Understanding(s): **Essential Question(s):** Students will understand . . . Why do people sing? 1. Singing is an expression of everyday What makes good music? 2. Good singing requires many skills and a understanding of how they work together to make good music. **Learning Objectives:** Students will know . . . Students will be able to: That people sing for a variety of Identify differences in register, tempo reasons. and dynamics Register Demonstrate the differences in register, Tempo tempo and dynamics **Dynamics** Identifies melodic contour through body Pitch movement 4-8 Measure Simple Folksongs AB Form Ascending and descending melodic direction Name: **Dates: March** Course/Subject: Vocal Music K **Unit Plan 7** Stage 1 - Desired Results PA Standard(s)/Assessment Anchors Addressed: 1. Singing alone and with others, a varied repertoire of music. Understanding(s): **Essential Question(s):** Students will understand . . . Why do people sing? 1. Singing is an expression of everyday What makes good music? life. 2. Good singing requires many skills and a understanding of how they work together to make good music.

## **Learning Objectives:** Students will know . . . Students will be able to: That people sing for a variety of Identify differences in register, tempo reasons. and dynamics Visual representation of music Demonstrate the differences in register. tempo and dynamics Register Identifies melodic contour through body Tempo **Dynamics** movement Identifies melodic contour through visual Pitch 4-8 Measure Simple Folksongs icons AB Form Ascending and descending melodic Name: **Dates: March-April** Course/Subject: Vocal Music K Unit Plan 13 Stage 1 - Desired Results PA Standard(s)/Assessment Anchors Addressed: 6. Listening to, analyzing, and describing music Understanding(s): **Essential Question(s):** Students will understand . . . How do people express music through 1. Movement is a response to what we movement? hear. **Learning Objectives:** Students will know . . . Students will be able to: That people move in a variety of ways Identify and perform differences in nonaccording to what they hear and how locomotor and locomotor movements. they feel. Perform contrasting movements in AB form songs Recognize and perform steady beat in non-locomotor and locomotor movements Dramatize through movement a story or a musical selection Name: Dates: April Course/Subject: Vocal Music K **Unit Plan 8** Stage 1 - Desired Results PA Standard(s)/Assessment Anchors Addressed: 1. Singing alone and with others, a varied repertoire of music. Understanding(s): **Essential Question(s):** Students will understand . . . How do people sing with accuracy? 1. Singing is an expression of everyday What makes good music? life. 2. Good singing requires many skills and a understanding of how they work together to make good music.

**Learning Objectives:** 

## Students will know . . . Students will be able to: That people sing for a variety of Identify differences in register, tempo reasons. and dynamics Demonstrate the differences in register, Singers follow a visual representation of music tempo and dynamics Identifies melodic contour through body That in-tune singing is an acquired skill Register movement Tempo Individually demonstrate melodic **Dvnamics** contour Pitch Begin to recognize pitched and 4-8 Measure Simple Folksongs unpitched vocal production AB Form Ascending and descending melodic direction Name: **Dates: May-June** Course/Subject: Vocal Music K **Unit Plan 9** Stage 1 - Desired Results PA Standard(s)/Assessment Anchors Addressed: 1. Singing alone and with others, a varied repertoire of music. Understanding(s): **Essential Question(s):** Students will understand . . . How do people sing with accuracy? 1. Singing is an expression of everyday 2. Good singing requires many skills and a understanding of how they work together to make good music. **Learning Objectives:** Students will know . . . Students will be able to: That people sing for a variety of Identify differences in register, tempo and dynamics reasons. Demonstrate the differences in register, Singers follow a visual representation of tempo and dynamics music Identifies melodic contour through body That in-tune singing is an acquired skill movement Individually demonstrate melodic contour Begin to recognize pitched and unpitched vocal production Sing from memory a varied repertoire of songs Name: Dates: May-June Course/Subject: Vocal Music K Unit Plan 14 Stage 1 - Desired Results PA Standard(s)/Assessment Anchors Addressed: 6. Listening to, analyzing, and describing music **Essential Question(s):** Understanding(s):

<ul><li>Students will understand</li><li>1. Movement is a response to what we hear.</li></ul>	How do people express music through movement?
Learning Objectives: Students will know  That people move in a variety of ways according to what they hear and how they feel.	<ul> <li>Students will be able to:</li> <li>Identify and perform differences in non-locomotor and locomotor movements.</li> <li>Perform contrasting movements in AB form songs</li> <li>Recognize and perform steady beat in</li> <li>non-locomotor and locomotor movements</li> <li>Dramatize through movement a story or a musical selection</li> </ul>