

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): <i>Students will understand . . .</i> 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.	Essential Question(s): <ul style="list-style-type: none">▪ Why do people sing?▪ What makes good music?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none">▪ That people sing for a variety of reasons.▪ Register▪ Tempo▪ Dynamics▪ Pitch	Students will be able to: <ul style="list-style-type: none">▪ Identify differences in register, tempo and dynamics
Name:	Dates: September-October
Course/Subject: Vocal Music K	Unit Plan 10
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: 6. Listening to, analyzing, and describing music	
Understanding(s): <i>Students will understand . . .</i> 1. Movement is a response to what we hear.	Essential Question(s): <ul style="list-style-type: none">▪ How do people express music through movement?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none">▪ That people move in a variety of ways according to what they hear and how they feel.	Students will be able to: <ul style="list-style-type: none">▪ Identify and perform differences in non-locomotor and locomotor movements.
Name:	Dates: October
Course/Subject: Vocal Music K	Unit Plan 2
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):

<p>Students will understand . . .</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ▪ Why do people sing? ▪ What makes good music?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ That people sing for a variety of reasons. ▪ Register ▪ Tempo ▪ Dynamics ▪ Pitch ▪ 4-8 Measure Simple Folksongs 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify differences in register, tempo and dynamics ▪ Demonstrate the differences in register, tempo and dynamics
<p>Name:</p>	<p>Dates: November</p>
<p>Course/Subject: Vocal Music K</p>	<p>Unit Plan 3</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed: 1. Singing alone and with others, a varied repertoire of music.</p>	
<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why do people sing? ▪ What makes good music?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ That people sing for a variety of reasons. ▪ Register ▪ Tempo ▪ Dynamics ▪ Pitch ▪ 4-8 Measure Simple Folksongs ▪ AB Form 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify differences in register, tempo and dynamics ▪ Demonstrate the differences in register, tempo and dynamics
<p>Name:</p>	<p>Dates: November-December</p>
<p>Course/Subject: Vocal Music K</p>	<p>Unit Plan 11</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed: 6. Listening to, analyzing, and describing music</p>	
<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. Movement is a response to what we 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do people express music through movement?

hear.	
Learning Objectives: Students will know . . . <ul style="list-style-type: none"> ▪ That people move in a variety of ways according to what they hear and how they feel. 	Students will be able to: <ul style="list-style-type: none"> ▪ Identify and perform differences in non-locomotor and locomotor movements. ▪ Perform contrasting movements in AB form songs
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 . . . <ol style="list-style-type: none"> 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. 	Essential Question(s): <ul style="list-style-type: none"> ▪ Why do people sing? ▪ What makes good music?
Learning Objectives: Students will know . . . <ul style="list-style-type: none"> ▪ That people sing for a variety of reasons. ▪ Register ▪ Tempo ▪ Dynamics ▪ Pitch ▪ 4-8 Measure Simple Folksongs ▪ AB Form 	Students will be able to: <ul style="list-style-type: none"> ▪ Identify differences in register, tempo and dynamics ▪ Demonstrate the differences in register, tempo and dynamics
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 . . . <ol style="list-style-type: none"> 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. 	Essential Question(s): <ul style="list-style-type: none"> ▪ Why do people sing? ▪ What makes good music?
Learning Objectives:	

<p>Students will know . . .</p> <ul style="list-style-type: none"> ▪ That people sing for a variety of reasons. ▪ Register ▪ Tempo ▪ Dynamics ▪ Pitch ▪ 4-8 Measure Simple Folksongs ▪ AB Form ▪ Ascending and descending melodic direction 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify differences in register, tempo and dynamics ▪ Demonstrate the differences in register, tempo and dynamics ▪ Identifies melodic contour through body movement
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Name:	Dates: February
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Course/Subject: Vocal Music K	Unit Plan 6
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Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:
1. Singing alone and with others, a varied repertoire of music.

<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why do people sing? ▪ What makes good music?
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<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ That people sing for a variety of reasons. ▪ Register ▪ Tempo ▪ Dynamics ▪ Pitch ▪ 4-8 Measure Simple Folksongs ▪ AB Form ▪ Ascending and descending melodic direction 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify differences in register, tempo and dynamics ▪ Demonstrate the differences in register, tempo and dynamics ▪ Identifies melodic contour through body movement
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Name:	Dates: March
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Course/Subject: Vocal Music K	Unit Plan 7
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Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:
1. Singing alone and with others, a varied repertoire of music.

<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why do people sing? ▪ What makes good music?
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<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ That people sing for a variety of reasons. ▪ Visual representation of music ▪ Register ▪ Tempo ▪ Dynamics ▪ Pitch ▪ 4-8 Measure Simple Folksongs ▪ AB Form ▪ Ascending and descending melodic direction 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify differences in register, tempo and dynamics ▪ Demonstrate the differences in register, tempo and dynamics ▪ Identifies melodic contour through body movement ▪ Identifies melodic contour through visual icons
<p>Name:</p>	<p>Dates: March-April</p>
<p>Course/Subject: Vocal Music K</p>	<p>Unit Plan 13</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed: 6. Listening to, analyzing, and describing music</p>	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Movement is a response to what we hear. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do people express music through movement?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> ▪ That people move in a variety of ways according to what they hear and how they feel. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and perform differences in non-locomotor and locomotor movements. ▪ 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
<p>Name:</p>	<p>Dates: April</p>
<p>Course/Subject: Vocal Music K</p>	<p>Unit Plan 8</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed: 1. Singing alone and with others, a varied repertoire of music.</p>	
<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 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. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do people sing with accuracy? ▪ What makes good music?
<p>Learning Objectives:</p>	

<p>Students will know . . .</p> <ul style="list-style-type: none"> ▪ That people sing for a variety of reasons. ▪ Singers follow a visual representation of music ▪ That in-tune singing is an acquired skill ▪ Register ▪ Tempo ▪ Dynamics ▪ Pitch ▪ 4-8 Measure Simple Folksongs ▪ AB Form ▪ Ascending and descending melodic direction 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify differences in register, tempo and dynamics ▪ Demonstrate the differences in register, tempo and dynamics ▪ Identifies melodic contour through body movement ▪ Individually demonstrate melodic contour ▪ Begin to recognize pitched and unpitched vocal production
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Name:	Dates: May-June
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Course/Subject: Vocal Music K	Unit Plan 9
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Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:
1. Singing alone and with others, a varied repertoire of music.

<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 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. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do people sing with accuracy?
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<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ That people sing for a variety of reasons. ▪ Singers follow a visual representation of music ▪ That in-tune singing is an acquired skill 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify differences in register, tempo and dynamics ▪ Demonstrate the differences in register, tempo and dynamics ▪ Identifies melodic contour through body movement ▪ Individually demonstrate melodic contour ▪ Begin to recognize pitched and unpitched vocal production ▪ Sing from memory a varied repertoire of songs
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Name:	Dates: May-June
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Course/Subject: Vocal Music K	Unit Plan 14
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Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:
6. Listening to, analyzing, and describing music

Understanding(s):	Essential Question(s):
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<p>Students will understand . . .</p> <p>1. Movement is a response to what we hear.</p>	<ul style="list-style-type: none"> ▪ How do people express music through movement?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ That people move in a variety of ways according to what they hear and how they feel. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and perform differences in non-locomotor and locomotor movements. ▪ 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