

**Kindergarten Standards**

**Music**

**Course Overview:** Kindergarten music meets two-three times a week for 45 minutes each class. Through playful activities and games children are given an opportunity to explore many forms of music. These activities may include: singing in groups and by themselves, playing simple melodic and rhythmic instruments (shakers, rhythm sticks, drums, glockenspiels, jingle bells, tambourines, etc.), exploring different musical styles by listening, moving to and describing them (high/low, loud/soft, fast/slow). The children will also perform in the elementary winter and spring programs.

**Unit 1 Pitch Explorations (18 weeks)**

**Description:** In this unit students will identify and use all four voices; singing, speaking, shouting, and whispering. Students will also distinguish between higher and lower pitches, identify upward and downward pitch movement, and identify between loud and soft. We will use several different activities to achieve these unit objectives such as learning and listening to songs with and without words, movement exploration, and playing instruments. During this unit students will also learn how to sing independently on pitch, in rhythm, with appropriate timbre, diction, and posture. Students should also be able to sing expressively with proper dynamics, phrasing, and interpretation. Singing will be done as an entire class with some solo singing for each child. Every child will be able to find his/her voice in a fun safe way through classroom songs and games.

**Standards**

1. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
2. The students will identify a variety of vocal timbres (singing, speaking). MUS.D.4.3
3. The students will echo short melodic patterns. MUS.B.4.4
4. The students will play easy melodic patterns expressively on classroom instruments. MUS.B.4.2, MUS.B.4.3
5. The students will improvise answers in the same style to given melodic questions. (upward/downward) MUS.C.4.1
6. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.3, MUS.F.4.6
7. The students will create music to accompany readings and dramatizations with dynamics. MUS.D.4.1
8. The students will sing independently, on pitch within an appropriate range, maintaining good posture, good tone quality, and keeping a steady tempo. MUS.A.4.1
9. The students will sing expressively with appropriate dynamics and phrasing. MUS.A.4.2
10. The students will sing a varied repertoire of songs representing genres and styles from diverse cultures. MUS.A.4.3
11. The students will sing in groups, blending vocal timbres and responding to the cues of the conductor. MUS.A.4.5
12. The students will play on pitch and maintain a steady tempo. MUS.B.4.1
13. The students will play expressively a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
14. The students will use a variety of sound sources when composing music. MUS.D.4.3

**Unit 2 Rhythmic Exploration (18 weeks)**

**Description:** In this unit students will identify and use steady beat and be able to follow along with visual representation of steady beat. The students will also learn how to aurally distinguish between equal and unequal meters. Students should be able to discriminate between fast and slow, long and short, and one or two sounds a beat as well. We will use several different strategies to achieve these unit objectives such as movement exploration, playing instruments to accompany simple songs, and creating visual representations.

**Standards**

1. The students will play in rhythm and maintain a steady tempo. MUS.B.4.1
2. The students will play easy rhythmic patterns expressively on classroom instruments. MUS.B.4.2
3. The students will echo short rhythmic patterns. MUS.B.4.4
4. The students will improvise answers in the same style to given rhythmic questions. MUS.C.4.1
5. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music (steady beat). MUS.F.4.3, MUS.F.4.6
6. The students will play in different meters and maintain a steady tempo. MUS.B.4.2
7. The students will play easy rhythmic patterns in different meters on classroom instruments. MUS.B.4.2
8. The students will read simple rhythmic patterns in duple and triple meters. MUS.B.4.2
9. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
10. The students will play in rhythm and maintain different tempos. MUS.B.4.2
11. The students will create and arrange music to accompany readings and dramatizations in different tempos. MUS.D.4.1
12. The students will read simple pictures representing one and two sounds to a beat. MUS.F.4.4, MUS.G.4.2
13. The students will play expressively a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
14. The students will use a variety of sound sources when composing music. MUS.B.4.

**Unit 3 Expressive Movement (18 weeks)**

**Description:** In this unit students will choose movements to accompany music showing the different concepts we are learning. Students will move to help aid their learning of one and two sounds on a beat, equal and unequal meter, steady beat, and fast slow. We will use several different manipulatives like ribbon sticks and yarn balls as well.

**Standards**

1. The students will demonstrate perceptual skills by responding to music of various styles representing diverse cultures. MUS.F.4.3
2. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.3, MUS.F.4.6
3. The students will identify phrases and sections of music that are the same, similar, and/or different and move appropriately. MUS.F.4.1

**Unit 4 Creating and Improvisation (4 Weeks)**

**Description:** In this unit students will create music to accompany readings and classroom songs. Students will be given simple guidelines to focus their creativity. We will use a variety of sound sources such as classroom instruments, body percussion, and movements. We will also play question/answer games with our singing voices and classroom instruments.

**Standards**

1. The students will play on pitch, in rhythm, and maintain a steady tempo. MUS.B.4.1
2. The students will play easy rhythmic and melodic patterns expressively on classroom instruments. MUS.B.4.2, MUS.B.4.3
3. The students will play a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
4. The students will echo short rhythmic and melodic patterns. MUS.B.4.4
5. The students will improvise answers in the same style to given rhythmic and melodic questions. MUS.C.4.1
6. The students will create and arrange music to accompany readings and dramatizations. MUS.D.4.1
7. The students will use a variety of sound sources when composing and arranging music. MUS.D.4.3
8. The students will respond through purposeful movement to match musical cues. MUS.F.4.6

**Unit 5 Early Music Reading and Notation (6 Weeks)**

**Description:** In this unit students will learn how to follow icons representing different musical concepts such as one and two sounds to a beat and upward and downward movement. Students will also create listening maps and illustrations depicting special music events.

**Standards**

1. The students will create pictorial representations to accompany classroom songs. MUS.E.4.4
2. The students will read simple rhythmic patterns. MUS.E.4.4
3. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
4. The students will demonstrate perceptual skills by responding to music of various styles representing diverse cultures. MUS.F.4.3
5. The students will evaluate their own musical performance. MUS.G.4.3

**Unit 6 Listening and Evaluating (9 Weeks)**

**Description:** Students will listen to music from many different genres, styles, and cultures. I will help them to express the feeling of the music and the musical concepts they hear. The students will demonstrate their understanding through conversation, pictures, and movement.

**Standards**

1. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
2. The students will demonstrate perceptual skills by responding to music of various styles representing diverse cultures. MUS.F.4.3
3. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6
4. The students will demonstrate audience behavior appropriate for the context and style of music performed. MUS.I.4.1

**Unit 7 Concert Preparation (8 Weeks)**

**Description:** In this unit the students will prepare two concerts (winter and spring). Each unit will last approximately three weeks. The students will prepare three songs to showcase their talents in singing, possible instrumentation, and choreography.

**Standards**

1. The students will sing independently, on pitch within an appropriate range, maintaining good posture, good tone quality, and keeping a steady tempo. MUS.A.4.1
2. The students will sing expressively with appropriate dynamics and phrasing. MUS.A.4.2
3. The students will sing a varied repertoire of songs representing genres and styles from diverse cultures. MUS.A.4.3
4. The students will sing in groups, blending vocal timbres and responding to the cues of the conductor. MUS.A.4.5
5. The students will demonstrate audience behavior appropriate for the context and style of music performed. MUS.I.4.1
6. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while singing. MUS.F.4.3, MUS.F.4.6