

Kindergarten General Music

Description

Music integrates cognitive learning with the affective and psychomotor development of every child. This program is designed to include an active music-making approach to address the *Three Artistic Processes* of creating, performing and responding. The methodologies of Orff-Schulwerk, Kodaly, Dalcroze, Weikart, and Feierabend, provide students with a comprehensive musical learning experience. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in kindergarten receive two thirty-minute classes of music instruction per week.

Course Overview

Course Goals

Students will:

- sing alone and with others, a varied repertoire of music.
- perform on instruments, alone and with others, a varied repertoire of music.
- perform a steady beat.
- listen to and describe music.
- perform multicultural music.
- perform creative movements and singing games.

Essential Questions

- What is the beat?
- How do you use your singing voice?
- How do different tonalities affect music?
- How is music broken down into sections?
- How can you describe a piece of music?
- How do you move through space?
- What are the different ways you can use your voice?
- What is musical playing?

Assessment

- Kindergarten Assessment

Content Topics

- I. [Rhythm](#)
- II. [Melody](#)
- III. [Harmony](#)
- IV. [Form](#)
- V. [Style](#)
- VI. [Movement](#)
- VII. [Vocal Development](#)
- VIII. [Instrumental Development](#)

Standards

[Connecticut Arts Curriculum Framework Music Standards](#)

Connecticut State Music Standards are met in the following areas:

- *Vocal*
- *Instrumental*
- *Composition*
- *Analysis*

From Connecticut State Dance Standards:

- *Identify and Perform*

Grade Level Skills

Students will:

- demonstrate steady beat in varied meters.
- demonstrate appropriate singing voice.
- accompany songs, stories, and poems with unpitched percussion.
- identify same and different phrases.
- perform multicultural songs.
- improvise locomotor and non-locomotor movements to music.
- demonstrate correct unpitched percussion technique.

Content Topic 1 – Rhythm [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

Unit Objectives

Students will be able to:

- demonstrate the steady beat of music in duple, triple and compound meters (2/4, 3/4, 4/4, 6/8).
- identify contrasts in tempo.

Essential Question

- What is the beat?

Focus Questions

- How can you show a steady beat?
- What is the difference between steady and unsteady beat?

Assessment

- Kindergarten Assessment

Skill Objectives

Students will:

- play, listen, and move to the steady beat of music in simple and compound meters.
- sing, play, listen, and move to music with contrasts in tempo.

Content Topic 2- Melody [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- sing expressively, with appropriate dynamics, phrasing and interpretation.
- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Unit Objectives

Students will be able to:

- differentiate between high and low.
- differentiate between upward and downward melodic contour.
- echo sing alone and with others.
- perform, alone and with others, a repertoire of songs representing diverse genres and styles.

Essential Question

- How do you use your singing voice?

Focus Questions

- What is the difference between your speaking, singing, and whispering voice?
- Can you use your voice to produce high and low tones?
- How do you describe the difference between high and low sounds?
- Can you tell if you are matching pitch?

Assessment

- Kindergarten pitch matching

Skill Objectives

Students will:

- sing, listen, and move to high and low sounds.
- sing and move to melodies with upward and downward contour.
- sing (alone and with others) and move to a varied repertoire of songs.

Content Topic 3- Harmony [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform expressively a varied repertoire of music representing diverse genres and styles.

Unit Objectives

Students will be able to:

- perform songs in varied tonalities.

Essential Questions

- How do different tonalities affect music?

Focus Questions

- How does music make you feel?
- Can different music make you think of different colors?

Assessment

- Kindergarten pitch matching

Skill Objectives

Students will:

- sing, listen, and move to varied tonalities.
- describe the differences between pieces with contrasting tonalities.

Content Topic 4- Form [top](#)

Standards - Music

Analysis

Students will listen to, describe and analyze music.

Students will:

- identify simple music forms when presented.
- respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Unit Objectives

Students will be able to:

- demonstrate phrase length.
- distinguish between same and different phrases.

Essential Question

- How is music broken down into sections?

Focus Question

- Are these two musical ideas the same or different?

Assessment

- Kindergarten Assessment

Skill Objective

Students will:

- sing ,move and listen to different types of phrases.

Content Topic 5- Style and Expression [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Composition

Students will compose and arrange music.

Students will:

- create and arrange music to accompany readings or dramatizations.

Analysis

Students will listen to, describe and analyze music.

Students will:

- respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Unit Objectives

Students will be able to:

- perform music in different styles.
- demonstrate contrasts in dynamics.
- create dramatizations, sound accompaniments, and movement improvisations for stories, rhymes and poetry.

Essential Question

- How can you describe a piece of music?

Focus Questions

- What is the difference between loud and soft?
- How do you choose different sounds to express a musical idea?

Assessment

- Kindergarten Assessment

Skill Objectives

Students will:

- sing and listen to music in different styles.
- sing and listen to music with contrasting dynamics.
- create and perform dramatizations, sound accompaniments and movement improvisations for stories, rhymes and poetry.

Content Topic 6- Movement [top](#)

Standards - Music

Analysis

Students will listen to, describe and analyze music.

Students will:

- respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Standards - Dance

Elements and Skills

Students will identify and perform movement elements and dance skills.

Students will:

- demonstrate nonlocomotor movements.
- demonstrate eight basic locomotor movements, traveling forward, backward, sideward, diagonally and turning.
- demonstrate understanding of spatial concepts through, for example: shape-making at low, middle and high levels; defining and maintaining personal space; demonstrating movements in straight and curved pathways.
- demonstrate accuracy in moving to a musical beat and responding to changes in tempo.
- identify and demonstrate basic dynamic contrasts.

Unit Objectives

Students will be able to:

- identify personal space through creative movement.
- demonstrate contrasting elements in movement.
- demonstrate non-locomotor and locomotor movements.
- demonstrate moving to a musical beat and responding to changes in tempo and dynamics.

Level I Beat Coordination (Weikart)

Essential Question

- How do you move through space?

Focus Questions

- How many different ways can you move?
- How does the movement match the music?

Assessment

- Kindergarten Assessment

Skill Objectives

Students will:

- create and perform movements through personal space.
- move to contrasting elements in movement.
- perform non-locomotor and locomotor movements.
- move to a musical beat and responding to changes in tempo and dynamics.

Content Topic 7- Vocal Development [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- sing expressively, with appropriate dynamics, phrasing and interpretation.
- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Unit Objectives

Students will be able to:

- demonstrate appropriate singing posture for both standing and sitting positions.
- demonstrate high/low registers of the speaking and singing voice.
- demonstrate ability to match pitch.

Essential Questions

- What are the different ways you can use your voice?
- How do you use your singing voice?

Focus Questions

- How do you sit or stand to sing?
- What is the difference between speaking and singing?
- Can you tell if you are matching pitch?

Assessment

- Kindergarten pitch matching

Skill Objectives

Students will:

- sing with appropriate posture while sitting and standing.
- speak and sing in high and low vocal registers.
- echo sing patterns and phrases.

Content Topic 8- Instrumental Development [top](#)

Standards - Music

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform expressively a varied repertoire of music representing diverse genres and styles.

Unit Objective

Students will be able to:

- demonstrate proper unpitched percussion technique.

Essential Question

- What is musical playing?

Focus Questions

- What is resting position?
- How do you get a good sound from your instrument?

Assessment

- Kindergarten Assessment

Skill Objective

Students will:

- play unpitched percussion instruments with correct technique.