

Grade Pre-K and K General Music

Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. 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 forty minute classes of music instruction per six day rotation. All students in pre-K receive two twenty minute classes of music instruction per six day rotation.

Course Overview

<u>Course Goals</u>	<u>Artistic Processes</u>	<u>Course Skill Objectives</u>
<p>Students will have the ability to understand and engage with music in a number of different ways, including the creative, responsive and performative artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.</p> <p>Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and connects to promote and enhance lifelong learning.</p>	<ul style="list-style-type: none"> • Create • Perform • Respond • Connect <p><u>Anchor Standards</u></p> <ul style="list-style-type: none"> • Select, analyze, and interpret artistic work for presentation. • Develop and refine artistic techniques and work for presentation. • Convey meaning through the presentation of artistic work. • Perceive and analyze artistic work. • Interpret intent and meaning in artistic work. • Apply criteria to evaluate artistic work. • Synthesize and relate knowledge and personal experiences to make art. • Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 	<p>Students will:</p> <ul style="list-style-type: none"> • Sing alone and with other, a varied repertoire of music • Perform on percussion instruments, alone and with others, a varied repertoire of music • Improvise and compose rhythmic and melodic patterns • Read and notate music • Listen to, analyze, interpret and evaluate music • Perform multicultural music and dances

<p><u>Content Topics</u></p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form and Style IV. Vocal/Instrumental Development 		<p><u>Assessments</u></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form and Style IV. Vocal/Instrumental Development
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Rhythm

Skill Objectives

- Students will be able to demonstrate steady beat.
- Students will be able to demonstrate contrasts in tempi (slow, fast).
- Students will be able to demonstrate the pulse/beat in simple and compound meters.
- Students will be able to perform non-locomotor movements to a musical beat.
- Students will identify and perform rhythmic patterns comprised of long and short notes using pre-rhythm (non-standard) notation.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze and evaluate long and short notes using pre-rhythm (non-standard) notation. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will clap and tap a steady beat in contrasting meters (2/4, 3/4, 4/4, 6/8) and tempi (slow, fast) • Students will analyze, rehearse, evaluate, refine and present simple rhythmic patterns using pre-rhythm (non-standard) notation.

Assessments:

Kindergarten Rhythm Assessment Parts 1 and 2

Individual/Small group performance

Full group performance

Melody and Harmony

Skill Objectives

- Students will be able to differentiate between high and low pitches.
- Students will be able to sing songs in varied tonalities.
- Students will be able to perform a song or rhyme.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will listen to, analyze and interpret melodies, differentiating between high and low. • Students will analyze, identify and describe the differences between pieces with contrasting tonalities (major and minor). 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will echo sing alone and with others. • Students will rehearse, evaluate, refine, sing and present simple melodic patterns. • Students will sing songs, in both major and minor keys in the proper vocal register (head voice).

Assessments:

Kindergarten Melody and Harmony Assessment
 Individual/Small group performance
 Full group performance

Form, Style and Musical Expression

Skill Objectives

- Students will be able to distinguish between same and different phrases.
- Students will be able to demonstrate contrasts in dynamics (soft, loud).
- Students will be able to perform dramatizations and create sound accompaniments for stories, rhymes and poetry.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Rehearse, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make</p>
<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will listen to and analyze various repertoire and distinguish between same and different phrases. • Students will listen to, analyze and interpret musical examples and identify different dynamic levels including soft and loud. 	<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will perform contrasting movements different phrases. • Students will rehearse, refine and present dramatizations and sound accompaniments for stories, rhymes and poetry. 	<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will plan and make sound accompaniments for dramatizations using unpitched percussion and vocal improvisations.

	<ul style="list-style-type: none">• Students will sing, rehearse, refine and present short songs with different dynamic levels including soft and loud.	
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Assessments:

Kindergarten Form, Style and Musical Expression Assessment

Individual/Small group performance

Full group performance

Vocal and Instrumental Development

Skill Objectives

- Students will be able to sing with appropriate posture while sitting and standing.
- Students will be able to sing in head voice.
- Students will be able to play unpitched percussion with developing technique.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Rehearse, Evaluate, Refine, Present</p>
<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will listen to, analyze, and echo melodic patterns and short songs in the correct vocal register. 	<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will sing rehearse, refine and present songs and phrases in head voice. • Students will evaluate their performances for use of head voice. • Students will demonstrate proper posture in both sitting and standing positions. • Students will vocalize using high and low registers of the speaking and singing voice. • Students will play unpitched percussion with a steady beat.

Assessments:

Kindergarten Vocal and Instrumental Development Assessment

Individual/Small group performance

Full group performance

CONNECTING

Relating artistic ideas and work with personal meaning and external context.

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: Compare and Contrast, Analyze, Interpret, Evaluate

Skill Objective

Students learn a specific piece of repertoire and will understand how it connects to other disciplines in the academic setting.

Connecting Experience

- Students will learn the melody and lyrics to “Yankee Doodle” and understand the historical context of the song and the meaning behind the words.
- Students will answer two focus questions about the song:
 - Why is this song relevant, and what is it about?
It is the Connecticut State song, and it is about the members of the army around the time of the Revolutionary War. The words were originally written by the British to make fun of the American soldiers, but the soldiers eventually reclaimed the song as their own.
 - How many parts does the song have? Do any of the parts repeat? *Two, the verse and refrain. The refrain repeats.*

Yankee Doodle

Voice



Yank-ee doo-dle went to town, ri-ding on a po-ny, stuck a feath-er
in his hat and called it mac-a-ro-ni. Yan-kee doo-dle keep it up,
Yank-ee doo-dle dan-dy. Mind the mu-sic and the step and with the girls be han-dy.

Verse 2:

Father and I went down to camp,
Along with Captain Gooding,
And there we saw the men and boys
And there we saw a thousand men
As rich as Squire David,
And what they wasted every day,
I wish it could be saved.

Kindergarten Assessment Pack

*Fairfield Public Schools
2018*

Rhythm Part 1

Skill objective: Students will be able to demonstrate the pulse/beat in duple, triple and compound meters.

Task Summary: The whole class demonstrates the steady beat by tapping/clapping/patting while listening to “Yankee Doodle.”

Materials: Record Sheet with Rubric, “Yankee Doodle” recording (suggested: Weikart Rhythmically Moving, Disc 2)

Repertoire: “Yankee Doodle” (suggested: Weikart Rhythmically Moving, Disc 2)

Task Instructions:

- Teacher watches students tap/clap/pat the steady beat on their laps while listening to “Yankee Doodle”.
- As students perform, the teacher assesses each individual.

ASSESSMENT RUBRIC

Meets	Finds and maintains steady beat.
Progressing	Finds and maintains steady beat for a portion of the assessment. (at least 50%)
Not meeting	Does not find or maintain steady beat.

Kindergarten Record Sheet: Rhythm Part 1

Class: _____ Marking Period: _____

NAME	<i>M</i> Finds and maintains steady beat.	<i>P</i> Finds and maintains steady beat for a portion of the assessment. (at least 50%)	<i>N</i> Does not find or maintain steady beat.

Rhythm Part 2

Skill objective: Students will analyze and evaluate long and short notes using pre-rhythm (non-standard) notation.

Task Summary: Students will create a four-beat rhythm pattern and perform a rhythm pattern with the class.

Materials: Student worksheet, pencils

Task Instructions:

- Teacher hands out worksheet and instructs students to put one pre-rhythm symbol in each box.
- Teacher prompts class to practice performing the given rhythm pattern.
- Assess each worksheet when it is handed in.


Kindergarten Assessment: Rhythm Part 2

Task Summary: Students will create a four-beat rhythm pattern and perform a rhythm pattern with the class.

Name: _____ Date: _____ Class: _____

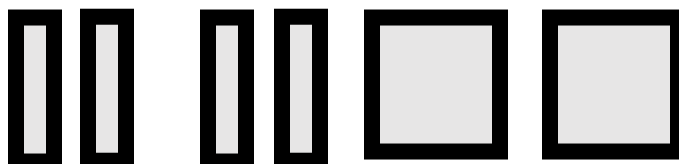
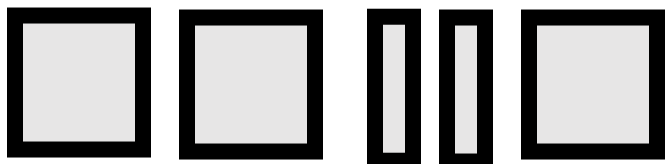
Create a new pattern by drawing short and long sounds in the boxes below.

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Long = 

Short = 

Perform this rhythm pattern as a class:



Melody/Harmony

Skill objective: Students will differentiate between high and low pitches.

Task Summary: Students will individually complete worksheets.

Materials: Student worksheets, instrument of choice.

Repertoire: Any song/melodic pattern/pitch groupings that clearly indicate high and low pitches.

Task Instructions:

- Teacher states that students will listen to the examples and circle the bird if the pitch is high and the worm if the pitch is low.
- Teacher plays or sings and students complete their worksheet.

Kindergarten Assessment: Melody/Harmony

Task Summary: Individually complete worksheets to show understanding of high and low sounds.

Name: _____ Date: _____ Class: _____

Listen to the sounds played or sung by the teacher. Circle the BIRD if the sounds are HIGH, and circle the WORM if the sounds are LOW.

EXAMPLE:



High



Low

1.



High



Low

2.



High



Low

3.



High



Low

4.



High



Low

Form/Style/Musical Expression

Skill objective: Students will be able to distinguish the difference between loud and soft.

Task Summary: Teacher will play or sing a musical phrase for each example on the worksheet. Student will circle the animals based on whether the phrases are loud or soft.

Materials: Student worksheet, pencils, samples of musical phrases

Task Instructions:

- Teacher will play or sing a musical phrase for each example on the worksheet.
- Student will circle the animals based on whether the phrases are loud or soft.
- At the end of the assessment, collect papers and assess student progress.

Kindergarten Assessment: Form/Style/Musical Expression

Task Summary: Individually complete worksheets to show understanding of loud and soft.

Name: _____ Date: _____ Class: _____

Listen to four different musical examples. Circle the picture that shows if the examples you hear are LOUD or SOFT.

1.

LOUD		OR		SOFT
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2.

LOUD		OR		SOFT
-------------	--	-----------	---	-------------

3.

LOUD		OR		SOFT
-------------	---	-----------	--	-------------

4.

LOUD		OR		SOFT
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Vocal and Instrumental Development

Skill objective: Students will be able to use a singing voice.

Task Summary: Students will sing independently during a variety of songs and games. Teacher will assess students multiple times per year based on the vocal rubric provided.

Materials: Record Sheet with Rubric, variety of grade level repertoire

Task Instructions:

- Teacher prompts students to vocalize independently during a song or game.
- As students perform, watch and assess each individual.

ASSESSMENT RUBRIC

Meets	Consistently uses singing voice.
Progressing	Sometimes uses singing voice.

Kindergarten Record Sheet: Vocal and Instrumental Development

Class: _____ Marking Period: _____

M Consistently uses singing voice.	P Sometimes uses singing voice.
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Task →													
Names ↓													

Kindergarten Appendix

- *Suggested repertoire*
- *Enrichment*

Suggested Repertoire

Singing: General/Games/Play-Parties	Singing: Nursery Rhymes	Singing: Seasonal	Singing: Patriotic	Listening
<ul style="list-style-type: none"> -Ally-Ally-O -A-Tisket, A-Tasket -Bingo -Bluebird, Bluebird -Bought Me A Cat -Bow Belinda -Bow Wow Wow -Charlie Over the Ocean -Closet Key -Doggie, Doggie -Engine Engine Number 9 -Farmer in the Dell -Head Shoulders Knees and Toes -Hey Betty Martin -Hush Little Baby -Itsy Bitsy Spider -Jim Along Josie -London Bridge -Old Brass Wagon -Paw Paw Patch -Polly Wolly Doodle -Six Little Ducks -There's a Little Wheel A- -Turning In My Heart -This Little Light Of Mine -This Old Man -You Are My Sunshine 	<ul style="list-style-type: none"> -Baa, Baa, Black Sheep -Diddle Diddle Dumpling -Hey Diddle Diddle -Hickory Dickory Dock -Humpty Dumpty -Jack and Jill -Jack Be Nimble -Mary Had A Little Lamb -One, Two, Buckle My Shoe -Pease Porridge Hot -Rain, Rain Go Away -Rub-A-Dub-Dub -There Was An Old Woman -Three Blind Mice 	<ul style="list-style-type: none"> -Five Fat Turkeys -Five Little Pumpkins -Jingle Bells -My Dreidel -Stirring the Brew 	<ul style="list-style-type: none"> -Yankee Doodle -You're A Grand Old Flag 	<ul style="list-style-type: none"> -Carnival of the Animals: Saint-Saens

Rhythm Enrichment

Skill objective: Students will identify rhythmic patterns comprised of long and short notes using pre-rhythm (non-standard) notation.

Task Summary: Students will complete worksheet by listening to the teacher clap or play a rhythm and circling which rhythm they hear.

Materials: Student worksheet, pencils

Task Instructions:

- Teacher hands out worksheets and instructs students to listen to a rhythm, and then circle the rhythm that they hear.
- Teacher collects the worksheets and assess student progress.

Kindergarten Enrichment: Rhythm

Task Summary: Individually complete worksheets to show understanding of long and short notes.

Name: _____ Date: _____ Class: _____

Which rhythm do you hear?

1.  OR 

2.  OR 

3.  OR 

Form/Style/Musical Expression Enrichment

Skill objective: Students will be able to distinguish between same and different phrases

Task Summary: Teacher will play or sing two musical phrases for each example on the worksheet. Student will circle the animals based on whether the phrases are the same or different from each other.

Materials: Student worksheet, samples of musical phrases

Task Instructions:

- Teacher will play or sing two musical phrases for each example on the worksheet.
- Student will circle the animals based on whether the phrases are the same or different from each other.
- At the end of the assessment, collect papers and grade using the rubric.

Kindergarten Enrichment: Form/Style/Musical Expression


Task Summary: Individually complete worksheets to show understanding same and different phrases.

Name: _____ Date: _____ Class: _____

Listen to four different musical phrases. Circle the picture that shows if the phrases you hear are the same or different.


1

Same




OR

Different




2

Same



OR

Different



3

Same




OR

Different



4

Same



OR

Different

