

# Kindergarten General Music Units

September: Music Elements	October: Music Elements	November: Music Elements	December: Music Elements	January: Performance
<p style="text-align: center;"><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Steady Beat</li> <li>• Irregular Beat</li> <li>• Pulse</li> <li>• Move to a beat</li> </ul>	<p style="text-align: center;"><b>Tempo</b></p> <ul style="list-style-type: none"> <li>• Fast/Slow</li> <li>• Rabbit/Turtle Performance</li> </ul> <p style="text-align: center;"><u>Special Celebrations:</u> (Songs &amp; Activities)</p> <p>Fire Safety Songs Bus Safety Columbus Songs Halloween Songs Red Ribbon Songs Character Ed Songs</p>	<p style="text-align: center;"><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>• Loud/Soft</li> <li>• Soft Sounds</li> <li>• Loud Sounds</li> <li>• Effects</li> <li>• Purpose</li> <li>• Lullaby vs March</li> <li>• Add dynamics to familiar stories</li> </ul> <p style="text-align: center;">Performance (Special Celebrations)</p> <p>-Thanksgiving Songs -Veteran's Day Parade -Turkey Songs -Character Ed</p>	<p style="text-align: center;"><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Same vs. different Pitch</li> <li>• High , medium and Low pitch</li> <li>• Changing pitch</li> <li>• Vocal pitch</li> <li>• Instrumental pitch</li> </ul> <p style="text-align: center;"><u>Performance</u> <u>Special Celebrations:</u> (Songs &amp; Activities)</p> <p>Hanukkah Kwanzaa Christmas Character Ed</p>	<p style="text-align: center;"><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Practice using drum Sticks&amp; Pads</li> <li>• <b>Counting procedures</b></li> <li>• Practice performing original rhythmic compositions</li> <li>• Add other rhythm band instruments</li> <li>• Perform composition for class</li> <li>• Graded performance</li> </ul> <p style="text-align: center;"><b>Performance</b> <u>Special Celebrations:</u> (Songs &amp; Activities)</p> <p>-Month of the Year Rap -Bundled Up -Martin Luther King Songs -Winter Songs</p>
February: Performance	March: Music In Our Schools	April: Instruments	May: Music Elements	June: Music Elements
<p style="text-align: center;"><b>Kazoo Band</b></p> <ul style="list-style-type: none"> <li>• Playing a Kazoo</li> <li>• Changing Pitch</li> <li>• Changing Dynamic</li> <li>• Changing Tempo</li> <li>• Kazoo Band</li> </ul> <p style="text-align: center;"><b>Performance</b></p> <p><u>Special Celebrations:</u> (Songs &amp; Activities)</p> <p>Valentines Songs President's Day Songs Parade with Kazoos Character Ed Songs</p>	<p style="text-align: center;">Performances</p> <ul style="list-style-type: none"> <li>• "Prepare for Music in our Schools performances and solos</li> <li>• Good audience etiquette</li> </ul> <p style="text-align: center;"><b>Performance</b></p> <p style="text-align: center;"><u>Special Celebrations:</u> (Songs &amp; Activities)</p> <p>-It's March Song -Spring Songs -Music In Our Schools -Character Ed Songs -St. Patrick's Day Songs _Irish Jig</p>	<p style="text-align: center;"><b>Rhythm Band Instruments</b></p> <ul style="list-style-type: none"> <li>• Identify instruments by name, appearance and sound</li> <li>• Play various instruments</li> <li>• Play steady beat</li> <li>• Perform dynamic and tempo changes</li> </ul> <p style="text-align: center;"><b>Performance</b></p> <p><u>Special Celebrations:</u> (Songs &amp; Activities)</p> <p>Easter Songs Earth Day Songs Songs about Music Composers Songs/Listening Character Ed Songs</p>	<p style="text-align: center;"><b>Meter</b></p> <ul style="list-style-type: none"> <li>• Dalcroze Movement Methods</li> <li>• Movement enacting meter changes</li> <li>• Fast/Slow movement</li> </ul> <p style="text-align: center;"><b>Performance</b></p> <p><u>Special Celebrations:</u> (Songs &amp; Activities)</p> <p>Mother's Day Song May Day Song Cinco De Mayo Song Character Ed Songs Memorial Day Songs</p>	<p style="text-align: center;"><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Intro to rhythmic notation/symbols and values</li> <li>• Basic rhythms (Whole, half, quarter)</li> </ul> <p style="text-align: center;"><b>Move to rhythms</b></p> <ul style="list-style-type: none"> <li>• Play and sing rhythms</li> </ul> <p style="text-align: center;"><b>Performance</b></p> <p><u>Special Celebrations:</u> (Songs &amp; Activities)</p> <p>-Flag Day Songs -Author Day Songs -Character Ed songs -Summertime songs</p>

**Topic: Rhythm Grade K**

**Time:**

**Essential Questions: Why is music so much fun? What makes music?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas</b>	<b>Assessment Ideas</b>
Standards 1,2,3 & 4	<ul style="list-style-type: none"><li>-What is sound?</li><li>-What is a beat?</li><li>-What is a steady beat?</li><li>- What is long and short sound?</li><li>-What is a strong beat?</li><li>-What does music that sounds like walking, marching, hopping, running or skipping look like?</li><li>-What does Stop and Go mean?</li><li>-What does silence look and sound look like in music?</li><li>-Why do musicians need to have rests in music?</li><li>-What is a rhythmic pattern?</li><li>-What is fast, medium and slow tempo?</li><li>-What does 2, 3, and 4 4 4 4 meter feel like?</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>-Feel vibration and know that Vibration = sound.</li><li>-Identify and move to a steady beat.</li><li>-Keep a steady beat while listening, singing &amp; playing a rhythm instrument.</li><li>-Identify long and short sounds</li><li>-Demonstrate a strong beat through movement and performance.</li></ul> <p>- Match locomotor movements to the feel of a section of music.</p> <p>-Identify rhythmic notation for specific movements. Ex. = Running</p> <p>-Respond to quarter, eighth and half notes patterns thru movement.</p> <p>-Understand the concept of a musical rest.</p> <p>-notice and respond to repeated rhythmic patterns through movement.</p> <p>-Identify rhythmic patterns that are the same or different .</p> <p>-Clap and perform rhythmic patterns.</p> <p>-Identify musical tempos in terms of fast and slow.</p> <p>-Identify changes in tempo.</p> <p>-Enact through movement changes in tempo.</p> <p>-Perform tempo changes on instruments and through movement.</p> <p>-Identify and move to meter changes in a musical example. Ex. 2 = March, 3 = Waltz 4 4</p>	<ul style="list-style-type: none"><li>-Feel vibration of drum or gong. Stop vibration with hand which stops sound.</li><li>-Pass ball on the beat.</li><li>-Clap on the beat</li><li>-Explore different locomotor Movements moving on beat.</li><li>-Perform steady beat on rhythm instruments.</li><li>-Create long and short sounds using voice, body or rhythmic instruments.</li><li>-Dramatize song moving on the strong beat.</li><li>-Sway on the strong beat</li><li>-“Mr. Piano Says” Movement Game. Students listen and move accordingly to the music being performed.</li><li>- Intro to Mr. Quarter note (Walking), Mr. Eighth Note (Running) and Miss Half Note (Slow Poke).</li><li>-Create movements to suggest various characters in a book.</li><li>-Create simple rhythmic accompaniment to enhance stories, poems etc.</li><li>-Brass Instrument demo (Brass Players need a Rest)</li><li>-Intro to Mr. Whole Rest</li><li>-Mrs. Music May I? Rhythm Game.</li><li>-Musical Pac Man and Rhythmic Fishing Game</li><li>-Listen and identify rhythmic patterns.</li><li>-Sing, clap and perform on rhythm band instruments.</li><li>-Movement and performance activities. How is the music telling you to move?</li><li>-Move to music in different meter.</li></ul>	<ul style="list-style-type: none"><li>-Can feel and experience vibration.</li><li>-Ability to move to a steady beat.</li><li>-Ability to identify, create and perform long and short sounds</li><li>-Movement and Dance.</li><li>-Development of listening skills</li><li>-Can identify quarter, eighth and half note notation and can enact each rhythm through movement or instrumental – performance.</li><li>-Can identify and perform a musical rest.</li><li>-Can create and perform original rhythmic patterns.</li><li>-Development of listening skills</li><li>-Participation in a rhythm band.</li><li>-Participation in singing, games, dances and musical performance activities.</li><li>-Demonstrate progress in moving well with other children in playing and singing games</li></ul>

**Connections to Text (Resources) Various Music Supplemental Methods, Silver Burdett, “The Music Connection” Series**

**Connections to Technology: CD player , VCR**

**Key Vocabulary: Stop, Go, Fast, Medium, Slow, Tempo, rest, vibration, sound, beat, running, skipping, galloping, hopping, walking, quarter note, half note, eighth note, long, short waltz, march, pattern, musician, beat, pulse, steady, same, different, and rhythm**

**Topic: Melody: Kindergarten**

**Essential Questions:**

- What do you hear when you listen to Music?
- What makes a song interesting and fun to listen to and sing?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standards 1.2.3.& 4	<ul style="list-style-type: none"> <li>-What is the difference between high, middle and low voices?</li> <li>-What animals make high, middle and low pitched sounds?</li> <li>Ex. Bird: High</li> <li style="padding-left: 20px;">Cat: Medium</li> <li style="padding-left: 20px;">Pig: Low</li> <li>_What kind of voice does Baby Bear, Mama Bear and Papa Bear Have in the story of “The Three Bears?”</li> <li>-(Listening Examples)</li> <li>_What does upward movement sound like?</li> <li>-What does downward movement sound like?</li> <li>-What does it sound like when the note does not move at all? What is a repeating note/pitch?</li> <li>-What does it sound like when the music hops and jumps all around on different pitches?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Perceive and respond to the difference between high, medium and low tones within a song.</li> <li>-Differentiate between high, medium, and low sounds and find a pattern with high and low tones.</li> <li>-Categorize animals sounds in terms of high, low and medium pitch.</li> <li>-Enact the Story of “The Three Bears: using high, medium and low voices/pitch.</li> <li>-Identify upward and downward movement in music.</li> <li>-Follow the upward or downward direction of a melody using hand signals.</li> <li>-Respond to the upward and downward movement of a melody through movement and dance.</li> <li>-Identify same pitch. Repeated pitch.</li> <li>-Identify pitches that jump and hop around.</li> <li>-Respond to leaps and jumps in tone through movement and dance..</li> </ul>	<ul style="list-style-type: none"> <li>-Create sound compositions using high, low and middle pitched sounds.</li> <li>-Enact stories and poems assigning high, medium and low voices to each character.</li> <li>-Movement/dance exercises enacting high/Med/low tones.</li> <li>-Movement/Dance exercises enacting upward and downward tonal movement.</li> <li>-Creative Dance</li> <li>-Listening Activities</li> <li>-<b>Activities:</b> (1) Draw What You Hear. (2) Create Dances and movements to accompany listening examples.(3) Puppet Shows (4) Mini Skits</li> </ul>	<ul style="list-style-type: none"> <li>-Student’s ability to identify high, middle and low pitches/tones.</li> <li>-Student’s ability to dramatize a story using high/medium/low voices.</li> <li>-Student’s ability to enact tonal movement through dance and body/hand movement.</li> <li>-Student’s participation in musical activities and games which call upon their knowledge of tonal movement and direction.</li> </ul>

**Connections to Text (Resources) Various Music Supplemental Methods, Listening Examples, Silver Burdett, :The Music Connection” series  
Primary Literature/Nursery Rhymes. Time: On Going**

**Connections to Technology: DVD, Videos, Music Recordings, Listening Examples**

**Key Vocabulary: Tone, Pitch, skip, leap, upward motion, downward motion, high, medium, low, same, different.**

**Topic: Grade K: Performance**

**Time: On-Going**

**Essential Questions:**

1. **How does music embrace, enhance and support all other subject areas?**
2. **What makes one piece of music sound different from another?**
3. **What basic music elements are essential to music?**

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standards 1,2,3 &4	<ul style="list-style-type: none"> <li>-What Makes <b>Music</b></li> <li>-What do we hear when we hear music?</li> <li>-What is <b>Vibration</b>?</li> <li>-Can you see, hear and feel vibration?</li> <li>-What happens when you stop the vibrating string with your hand?</li> <li>-What is the difference between <b>noise/random sounds</b> and music?</li> <li>-What sounds so we hear around us every day?</li> <li>-Why is your <b>voice unique</b>?</li> <li>-What are some different types of voice qualities? (<b>Breathy, Guttural, Sweet, Nasal, Soft, Loud, etc.</b>)</li> <li>-What is the difference between a <b>talking voice, a singing voice and a yelling voice</b>?</li> <li>-What is a <b>band</b>? What is a <b>chorus</b>?</li> <li>-What is a <b>conductor</b>? What is the job of the conductor?</li> <li>-What Character Traits must you have to be a valuable member of a band or chorus?</li> <li>-What is the difference between <b>long and short</b> sounds?</li> <li>- What is <b>rhythm</b>?</li> </ul>	<p>Students will able to:</p> <ul style="list-style-type: none"> <li>-Understand the role that vibration plays in making sound.</li> <li>-See, hear and feel vibration</li> <li>-Identify the difference between noise/random sounds and music.</li> <li>-Understand the qualities which make their individual voice unique.</li> <li>-Understand the term unique.</li> <li>-Identify different voice types/qualities: Ex. Guttural, Breathy, Sweet, Nasal, Soft, Harsh, loud, High, Medium and Low pitched etc.)</li> <li>-Identify differences between talking voice, singing voice and yelling voices.</li> <li>-Identify rhythm band instruments by name, sight and sound.</li> <li>-Understand how sound is produced on each of the rhythm band instruments.</li> <li>-Understand how vibration is produced on each instrument.</li> <li>-Play long and short sounds using rhythm band instruments.</li> <li>-Will accompany primary songs with rhythm band instruments.</li> <li>-Understand and demonstrate positive character traits which valuable ensemble members should possess.</li> </ul>	<ul style="list-style-type: none"> <li>-Feel vibration on drum or gong. See, hear and feel a vibrating string.</li> <li>-Demonstrate different vocal qualities and characteristics.</li> <li>“Your Voice Is You”</li> <li>-Games: Button Button</li> <li>_I Have a Valentine For You ( Students try to disguise voice and classmates try to guess who’s voice it is)</li> <li>-Experiment with examples of speaking voice, singing voice and yelling voices.</li> <li>-Introduction to rhythm band instruments. Demonstrate how sound is produced. Students will recognize each instrument by name and sound. (Triangle, Cymbals, Tambourine, Wood Blocks, Small Drums, Rhythm Sticks, bells, Castanets, Maracas, etc.)</li> <li>-Mr/Mrs. Conductor Game</li> <li>-Students will play in a rhythm band.</li> <li>-Students will participate in singing games and activities.</li> <li>-Discuss positive character traits such as teamwork, cooperation, consideration, tolerance etc and how each trait is important for success in music and life!.</li> <li>-Musical skits and mini plays.</li> <li>-Acting out lyrics or story lines to songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Can feel and experience vibration.</li> <li>-Ability to differentiate between a singing, speaking and yelling voice.</li> <li>-Ability to differentiate between long and short sounds.</li> <li>Ability to perform as a member of a classroom rhythm band ensemble.</li> <li>-Ability to identify rhythm band instruments by: Name, sound and how sound is produced.</li> <li>-Ability to sing in tune.</li> <li>-Participation in musical games, singing and playing activities.</li> <li>-Participation in musical skits and enacting primary songs.</li> </ul>

**Connections to Text (Resources) Various Music Supplemental Methods, Silver Burdett, “The Music Connection” Series**

**Connections to Technology: DVD, Videos, Listening Examples**

**Key Vocabulary: Vibration, Unique, Different, Long, Short, Guttural, Breathy, Nasal, Sweet, Soft, Loud, Harsh, Music, Rhythm, Band, Chorus, Maracas, Bells, Triangle, Castanets, Cymbals, Rhythm Sticks, Wood block, and Conductor.**