

Kindergarten At-A-Glance

The students will be able to identify/distinguish:

fast/slow
long/short
up/down
loud/soft
high/low
beat/rhythm
same/different

phrase
nursery rhymes
mood
un-pitched percussion
(wood/metal/skin)

Five Voices:
- Sing
- Speak
- Whisper
- Calling
- Inner

Important Skills for Assessment

- Sing tunefully.
- Sing (s m) folk songs from iconic notation.
- Demonstrate the five voices.
- Keep a steady beat using body percussion or classroom instruments.
- Demonstrate and label fast/slow, long/short, sound/silence, up/down, loud/soft, high/low, and same/different.
- Perform folk dances and creative movement.
- Demonstrate proper audience and performance behavior.

Required Literature

Loud/Soft

- *Too Much Noise* by Ann McGovern

Singing as a Group

- *Sing* by Joe Raposo and Tom Lichtenheld
- *There Was an Old Lady Who Swallowed a Fly* by Simms Taback
- *Wheels on the Tuk Tuk* by Kabir Sehgal and Surishtha Sehgal

Performing Rhymes

- *Hickory Dickory Dock* by Keith Baker

Interdisciplinary Concepts

- *Carnival of the Animals* by Jack Prelustsky

Musicians

- *The Life of/La Vida de Selena* by Patty Rodriguez

Recommended Listening

Carnival of the Animals by Camille Saint-Saëns

High/Low

- “Kangaroos”

Fast

- “Hens and Roosters”, “Wild Donkeys”, or “Finale”

Slow

- “The Swan”, “Tortoises”, or “Elephants”

Loud/Soft

- “Cuckoo in the Heart of the Woods” or “Pianists”

Creative Movement

- “People with Long Ears”, “Fossils”, “Aquarium”, “Aviary”, or “Intro/Royal March of the Lion”

Steady Beat

- *Stars and Stripes Forever* by John Philip Sousa
- “A-Tisket A-Tasket” sung by Ella Fitzgerald
- **“Suite No. 3: Giges 1 and 2” from *Water Music*, by George Frederick Handel**

Fast, High/Low

- “Ballet of the Unhatched Chicks” from *Pictures at an Exhibition* by Modest Petrovich Mussorgsky

Loud/Soft

- “It’s Oh So Quiet” by Björk

Recommended Repertoire

Rhymes and Chants

- “Hickory Dickory Dock” *with book
- “A, el Burro Se Va” **El Patio de Mi Casa*
- “Este Se Robó un Huevito” **El Patio de Mi Casa*

American Folk Songs

- **“Twinkle, Twinkle Little Star”**
- “There Was an Old Lady Who Swallowed a Fly” *with book

Spiritual

- **“This Little Light of Mine”**

Multicultural

- **“Mi Cuerpo”**

Kindergarten Music Curriculum 1st and 2nd Nine Weeks

Knowledge & Skills with Student Expectations

Focus

Resources

K.1. Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

A. identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices	sing, speak, inner, whisper, calling	<p>Q.K.4 and Q.K.5</p> <p>“Hunt the Cows” “Boom Chick-a-Boom”</p>
D. identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	same/different, beat/rhythm, high/low, loud/soft, up/down, mood, phrase	<p>Q.K.8, Q.K.9, Q.K.10, Q.K.11, Q.K.13, Q.K.14, Q.K.22, Q.K.23. Q.K.26, and Q.K.27</p> <p><i>Too Much Noise</i> by Ann McGovern</p> <p>*see recommended listening list for <i>Carnival of the Animals</i></p>
E. identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.	beat	<p>Q.K.2, Q.K.3, Q.K..16, Q.K.17, and Q.K.18</p> <p>*see recommended listening list for beat</p> <p>“Bee, Bee, Bumble Bee”</p> <p>“Engine, Engine”</p>
<p>K.2. Foundation: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce music examples. The student is expected to:</p>		
E. perform music using louder/softer and faster/slower.	fast/slow	*see recommended listening list
<p>K.4. Creative Expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:</p>		
C. compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.	high/low, fast/slow	<p>Q.K.8, Q.K.9, Q.K.10, Q.K.11, Q.K.13, Q.K.14, Q.K.22, Q.K.23. Q.K.26, and Q.K.27</p> <p>*see listening list</p>

Kindergarten Music Curriculum 3rd and 4th Nine Weeks

Knowledge & Skills with Student Expectations	Focus	Resources
K.1 Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:		
C. identify the timbre of instrument families;	percussive families	Q.K.21
E. identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.	rhythm, two-tone, three-tone melodies, iconic representation, long/short	Q.K. Song Based • Lucy Locket • Snail, Snail (" Caracol Col Col ") Q.1 Song Based • Rain, Rain
K.2. Foundation: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce music examples. The student is expected to:		
D. perform simple partwork, including beat versus rhythm	beat vs. rhythm	Q.K.8
E. perform music using louder/softer and faster/slower.	loud/soft	Q.K.23, Q.K.24, Q.K.26, Q.K.28, Q.K.29, Q.K.30
K.4 Creative expression. The student creates and explores new musical ideas. The student is expected to:		
C. compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.	beat/rhythm, loud/soft	

Kindergarten Music Curriculum Ongoing

Knowledge & Skills with Student Expectations	Resources
K.1 Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	

B. identify the timbre of adult and child singing voices;		Q.K.32
K.2 Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:		
A. sing or play classroom instruments independently or in groups;		<i>There Was an Old Lady Who Swallowed a Fly</i> by Simms Taback
B. sing songs or play classroom instruments from diverse cultures and styles independently or in groups;		
C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;		Folk Dance “Sasha!” “Seven Jumps”
K.3. Creative Expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:		
A. sing songs and play musical games, including rhymes, folk music, and seasonal music; and		<i>Hickory Dickory Dock</i> by Keith Baker Rhymes/Chants "Miss Mary Mack" "Head and Shoulders, Baby"
B. identify simple interdisciplinary concepts related to music.		Q.K.31
K.4 Creative expression The student creates and explores new musical ideas. The student is expected to:		
A. identify and demonstrate appropriate audience behavior during live or recorded performances;		assembly expectations, riser expectations, class field trip to the theater
B. identify steady beat in musical performances		