

## Kindergarten Music Curriculum Map Preface

In kindergarten students develop an awareness of the elements of music through song experiences, creative movement, and listening activities. The conceptual sequence with kindergartners builds on the concept of opposites/contrasts by discovering different tone qualities and differences in melodic patterns.<sup>1</sup>

Through their participation in music activities the students can develop<sup>2</sup> these important learning skills:

1. The ability to focus and gain intrinsic motivation
2. Social comfort in participating
3. Ease of movement-i.e., the physical ability to move and the desire to try to move
4. The habit of singing
5. Spatial and sequential reasoning
6. Music capacity and the ability to recognize and use previously-acquired language skills.<sup>3</sup>

### STATE MUSIC CURRICULUM STANDARDS

**CREATE (K.M.CR.)** Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works **(Standards K.M.CR.1–4)**.

**PERFORM (K.M.P.)** Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works **(Standards K.M.P.1–4)**.

**RESPOND (K.M.R.)** Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process **(Standards K.M.R.1–4)**.

**CONNECT (K.M.CO.)** Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding **(Standards K.M.CO.1-4)**.

<sup>1</sup> *Music Expressions Teacher Resource Guide*, Warner Bros Publications 2003, pp. 13-16. ISBN 0-7579-1298-2

<sup>2</sup> e.g., *increased literacy*, complex symbolization and meaning skills, integration of sensory data - Richards Institute of ETM, 198

<sup>3</sup> e.g. rhythm, accent, timing, flow, pitch, voice inflections, phrasing in reciting a nursery rhyme, telling a story

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 1: MELODY</b>		<b>KINDERGARTEN MUSIC</b> <small>May 2018</small>
<b>Music Content Objectives - MELODY</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through playful song experiences and creative movement:</p> <ol style="list-style-type: none"> <li>1. I can sing with a light, unforced, beautiful childlike quality.</li> <li>2. I can recognize when melodies move upward or downward or repeat, and make my voice match the pitches.</li> <li>3. I can express myself through singing and moving to music.</li> </ol>	<p>song sing/speak light, unforced childlike quality</p> <p>move</p> <p>melody mi-re-do <a href="#">hand signs</a> repeated tones steps/skips</p> <p>pitch: high/low up/down match pitch</p>	<p><u>First “I can”-</u> Use <a href="#">Hey, Hey, Look At Me</a> (and/or other songs of limited range, e.g., <a href="#">Rain, Rain, Go Away</a>), to help students sing with a light quality in their head voices – experiment on various pitches, not ignoring their high tones. Play with the vocal difference between speaking and singing. Teaching Ideas: <b>*Our Amazing Voice!; Developing Singing Skills in the Classroom; 101 Ways to Repeat a Song</b></p> <p><u>Second “I can”-</u> Utilizing instructional strategies from <i>Favorite Songs</i> and/or <i>Let’s Do It Again</i>, help children discover melodic direction, repeated tones, and steps and skips. Sing <a href="#">Hot Cross Buns</a>, and experience the descent of the melody using the <a href="#">hand signs</a> as well as desired singing activities from text. Find additional songs with the same mi-re-do pattern, repeated tones, skips, steps, and help the children recognize them (e.g., <a href="#">Three Blind Mice</a>, <a href="#">Old MacDonald</a>, <a href="#">Mary Had a Little Lamb</a>, <a href="#">Farmer in the Dell</a>, <a href="#">This Old Man</a>, <a href="#">Sally Go ‘Round the Sun, Teddy Bear</a>).</p> <p><u>Third “I can”-</u> Play the singing games found in <i>Favorite Songs</i> and <i>Let’s Do It Again</i> for these songs: <a href="#">Bluebird, Bluebird</a>, <a href="#">Three Blind Mice</a>, <a href="#">London Bridge</a>, <a href="#">Johnny Get Your Hair Cut</a>, <a href="#">Shake Those Simmons Down</a>, <a href="#">The Farmer in the Dell</a>, <a href="#">Mulberry Bush</a>.</p> <p><u>Holiday Idea</u> Enjoy singing songs such as this one as you approach the holiday season: <b>Five Fat Turkeys, Boo!, Halloween Witches, The Witch Rides, Thanksgiving.</b></p>	
<b>Music Language Objectives</b>	<b>Resources</b>		
<p>Through singing, moving, speaking, and/or hand signs:</p> <ul style="list-style-type: none"> <li>I can clearly express how I feel about singing and moving.</li> </ul>	<p>Embedded links provide access to selected corresponding music teaching ideas, written scores, and mp3 files for singing, listening and dancing activities from publications such as <a href="#">FAVORITE SONGS AND MUSIC ACTIVITIES</a>, <a href="#">THE MUSICAL CLASSROOM</a>, and other valuable resources.</p> <p><b>K; PRE-K STATE MUSIC GUIDEBOOK:</b> <i>Links to additional songs, teaching ideas, music notation, vocabulary, prof. music teaching associations</i></p>		

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 2: RHYTHM</b>		<b>KINDERGARTEN MUSIC</b>
<b>Music Content Objectives - RHYTHM</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through playful song experiences and creative movement:</p> <ol style="list-style-type: none"> <li>1. I can develop the ability to play, clap, pat, and step the steady beat.</li> <li>2. I can develop the ability to play, clap, pat, and step the steady beat in songs and nursery rhymes in fast and slow tempos.</li> <li>3. I can develop the ability to play rhythm patterns in songs with long and short sounds, such as ti-ti ta.</li> <li>4. I can use good posture and breath support while singing with a light, unforced, beautiful childlike quality.</li> </ol>	<p>steady beat (pulse) tempo (fast/slow) repeat chant</p> <p>Matching word rhythms with rhythm syllables:</p> <p>word rhythm: <i>this old man</i> rhythm syllables: <i>ti-ti ta</i></p> <p>word rhythm: <i>look at me</i> rhythm syllables: <i>ti-ti ta</i></p> <p>word rhythm: <i>falling down</i> rhythm syllables: <i>ti-ti ta</i></p> <p>word rhythm: <i>jingle bells</i> rhythm syllables: <i>ti-ti ta</i></p> <p>finger play nursery rhyme</p> <p>strong beat</p>	<p><u>First "I Can"</u> - Have students sing <a href="#">Twinkle, Twinkle Little Star</a>, while walking in a steady beat – one syllable per step. The children may notice that they take two steps on half notes. Additionally students may want to take turns playing the beat on finger cymbals as they sing.</p> <p><u>Second "I Can"</u>- Choosing contrasting tempos, have children perform songs, <a href="#">nursery rhymes</a> and finger plays such as <a href="#">Bow Bow Belinda</a>; <a href="#">Old MacDonald</a>; <a href="#">Bluebird, Bluebird</a>; <a href="#">Yankee Doodle</a>; <a href="#">Little Bo Peep</a>; <a href="#">Itsy Bitsy Spider</a>; <a href="#">Three Little Muffins, Muffin Man</a>.</p> <p><u>Third "I Can"</u>- Using a rhythm instrument, have children identify and play the ti-ti ta patterns (short short long ) in songs such as: <a href="#">Jingle Bells</a>; <a href="#">Hey, Hey, Look at Me</a>; <a href="#">Rain, Rain</a>; <a href="#">Paw Paw Patch</a>; <a href="#">This Old Man</a>; <a href="#">London Bridge</a>.</p> <p><u>Fourth "I Can"</u>- Lead children in singing holiday songs with a light quality in their head voices using good posture and breath support.</p> <p><u>Holiday Ideas- We Wish You A Merry Christmas</u>: When children know the song, let them take turns playing the strong beat on a rhythm instrument that rings, e.g., triangle, jingle bells, finger cymbals; <a href="#">Jingle Bells</a>: Help children think of other "winter" words that have the same ti-ti ta pattern as the words <i>jingle bells</i>: <i>icicles, snowmobiles, frozen ground, evergreens, Santa Claus</i>. They can chant the pattern as they clap them or play them on rhythm instruments.</p>	
<b>Music Language Objectives</b>	<p>rhythm instruments: finger cymbal jingle bell triangle rhythm stick</p> <p>good posture breath support</p>	<b>Resources</b>	
<p>Through singing, moving, speaking, clapping, playing instruments, drawing, and/or dramatizing:</p> <ul style="list-style-type: none"> <li>I can clearly communicate what a steady beat is and what a rhythm pattern is.</li> </ul>			

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 3: HARMONY and SOUND</b>		<b>KINDERGARTEN MUSIC</b>
<b>Music Content Objectives - HARMONY AND SOUND</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through playful song experiences and creative movement:</p> <ol style="list-style-type: none"> <li>I can identify and/or match sounds that have the same tone quality; e.g., smooth, scratchy, ringing, hollow.</li> <li>I can add sounds to stories that enhance the telling.</li> <li>☞ I can use rhythm instruments to accompany songs on the steady beat as I sing.</li> <li>☞ I can hear and also show through movement and/or voice when music varies in mood and volume.</li> </ol>	<p>enhance echo</p> <p>tone quality instrumental colors</p> <p>melody bells</p> <p>sound/silence</p> <p>combine accompany</p> <p>movement</p> <p>volume (loud/soft)</p>	<p><u>First “I can”</u>- Lead children in <b>sound perception activities</b> such as those suggested in <i>The Teacher, The Child and Music</i>.</p> <p><u>Second “I can”</u> – Lead children in creating sound effects that represent characters or actions found in the story of <b>Goldilocks and the Three Bears, The Wonderful World of Sound, and/or A Night in the Country</b>.</p> <p><u>Third “I can”</u> – Help children choose a suitable instrument(s) to play the beat while singing such songs as: <b><u>This Old Man</u>; <u>Hey, Hey, Look at Me</u>; <u>The Farmer In the Dell</u></b>.</p> <p><u>Fourth “I can”</u>- Lead children in listening and showing through voice and/or movement the changes in volume (loud/soft) and mood or feeling, in <b>Three Little Muffins, Five Fat Turkeys</b>, Saint Saens’s: <b><u>Carnival of the Animals</u></b>, Debussy’s <b><u>Clair de Lune</u></b>, Copland’s <b><u>Hoedown</u></b>, Anderson’s <b><u>Sandpaper Ballet</u></b>, <b><u>Plink, Plank, Plunk, Chicken Reel</u></b>.</p> <p><u>Holiday Idea</u>: Enjoy listening to patriotic songs such as <b><u>America, Battle Hymn of the Republic</u></b>; Invite children to march, carry flag.</p>	
<b>Music Language Objectives</b>		<b>Resources</b>	
<p>Through singing, moving, speaking, hand signs, listening, drawing, and/or dramatizing:</p> <ul style="list-style-type: none"> <li>I can clearly communicate what volume and tempo are in music.</li> </ul>		<p>ADDITIONAL LISTENING LINKS</p> <p><b><u>YouTube</u></b>: <i>musical recordings search engine</i>  <b><u>Putumayo Kids World Music Adventures</u></b>: <i>CDs, folk songs, multicultural, and world music listening resource, examples</i>  <b><u>Classics for Kids</u></b>: <i>recordings, listening maps, lesson ideas, composers, music dictionary, etc.</i>  <b><u>San Francisco Symphony for Kids</u></b>: <i>all about orchestra; has listening selections</i></p>	

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 4: FORM</b>		<b>KINDERGARTEN MUSIC</b>
<b>Music Content Objectives - FORM</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through playful song experiences and creative movement:</p> <ol style="list-style-type: none"> <li>1. I can recognize that melodic patterns and phrases may be the same, similar, or different.</li> <li>2. I can recognize and describe contrasting ideas, moods, or feelings in music; i.e., humorous, peaceful, exciting, scary, energetic, sorrowful.</li> <li>3. I can illustrate with my own movements the contrasting ideas, moods, or feelings in music.</li> </ol>	<p>symbol</p> <p>melodic patterns melodic phrases repeat (<i>same</i>) same/similar/different</p> <p>music characteristics: tempo: <i>fast/slow</i>; volume: <i>loud/soft</i>; pitch: (<i>high/low</i>) mood (<i>feeling</i>)</p>	<p><u>First “I Can”</u>- Children sing “<a href="#">Old MacDonald Had a Farm</a>” while walking the beat. Help the children recognize the phrase length by changing walking direction at phrase end. Repeat the experience several times, including additional singing activities for this song from the state songbook. Then invite students to sit in a circle and reflect on which phrases are the same, similar, or different. Have the students choose a symbol to represent each phrase and then look at the “picture” of the song created by the phrases. (Have 3 symbols that are the same and one different). Children sing and play the game “<a href="#">Shake Those Simmons Down</a>.” When they are familiar with singing the song, select three rhythm instruments, one of which is played to match the rhythm of the words “circle left” each time it is sung. Combine the instruments on the last phrase (“Shake Those Simmons Down”). Select other instruments and other children and repeat until everyone has had a chance to play.</p> <p><u>Second and Third “I Cans”</u>- Guide children in responding to characteristics in music such as: Williams’s: <a href="#">Raiders of the Lost Ark Theme</a>; Anderson’s <a href="#">Syncopated Clock</a>; Debussy’s <a href="#">Claire de Lune</a>; Vivaldi’s <a href="#">Seasons</a>; Saint Saens’s <a href="#">The Swan</a> from <i>Carnival of the Animals</i>; Grieg’s <a href="#">Morning Song</a> from <i>Peer Gynt Suite</i>; Sousa’s <a href="#">Washington Post March</a>.</p>	
<b>Music Language Objectives</b>	<b>Resources</b>		
<p>Through singing, moving, speaking, hand signs, listening, symbols, and/or creating:</p> <ul style="list-style-type: none"> <li>I can describe what I hear when I listen to music.</li> </ul>			