

Music: Kindergarten

<p>Standard #6 Each student will have acquired basic Music understandings and proficiencies.</p>
<p>Standard # 6.1 Expression of Music</p>
<p>Standard #6.2 Creation of Music</p>
<p>Standard #6.3 Theory of Music</p>
<p>Standard #6.4 Aesthetic Valuation of Music</p>

Description

Students will be able to experience music through a variety of activities, which include listening, singing, moving, and playing rhythmic and melodic instruments. Students will gain an understanding of music through the sequenced development of concepts based on the elements of music: rhythm, melody, dynamics, timbre, form, and performance. A culmination of their musical learning will be presented in a performance of the musical, "Goin' Buggy".

Time Allocation
Forty minutes every four days

Resources
Music K-8 Magazine
Orff Schulwerk Methodology
Music for Children: Primary, Schott
It's Your Turn, Cheryl Lavender
Games, Rounds and World Songs, Denise Gagne
Ready-To-Use Music Reading Activities Kit, Mitchell
The Child's Way of Learning, Grace Nash
Music in the Making, Grace Nash

Themes/Performances
 Bugs
 Performance: "Goin' Buggy"

Assessments
 Teacher Observation
 Performance Assessment
 Movement/Beat Assessment
 Singing games

Grades and Achievement Levels
 Grades are based on completion of assignments and quality of work. Each student's grade is also based on classroom performance, homework completion, and test scores.
 Achievement levels are based on district bodies of evidence.

Music Vocabulary

Fast	Slow	Repeat
Beat	Rhythm	
High	Low	
Up	Down	
Same	Different	
Echo	Mirror	
Ta, ti-ti, rest	Conductor	

Essential Concepts: Music Kindergarten

<p>#6.1 Expression of Music</p>	<p>#6.2 Creation of Music</p>	<p>#6.3 Theory of Music</p>	<p>#6.4 Aesthetic Valuation of Music</p>
<ul style="list-style-type: none"> • Performance in groups or independently • Response to music with movement 	<ul style="list-style-type: none"> • Creation of music through a variety of experiences • Identifying simple musical patterns 	<ul style="list-style-type: none"> • Comprehension of musical opposites • Comprehension of basic elements of musical form • Identifying different vocal and instrumental tone colors • Identification of simple rhythmic patterns 	<ul style="list-style-type: none"> • Demonstrating respect for the contributions of self and others in a musical setting • Responding to musical performance at a basic level • Recognizing and talking about music and celebrations in daily life

Expectations: Music Kindergarten

<p>#6.1 Expression of Music</p>	<p>#6.2 Creation of Music</p>	<p>#6.3 Theory of Music</p>	<p>#6.4 Aesthetic Valuation of Music</p>
<ol style="list-style-type: none"> 1. Distinguished between speaking and singing voice 2. Sang a variety of simple songs and singing games 3. Echoed and performed simple melodic and rhythmic patterns 4. Demonstrated basic performance skills and behaviors 5. Moved to music, demonstrating awareness of beat, tempo, dynamics, and melodic direction, reflecting changes in mood or form 6. Moved to music, differentiating between sound and silence 	<ol style="list-style-type: none"> 1. Improvised sound effects and simple songs to stories or poems 2. Used movements demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat 3. Used icons or invented symbols to represent beat 	<ol style="list-style-type: none"> 1. Used own vocabulary to describe musical opposites 2. Demonstrated loud/soft, fast/slow, high/low, sound/silence, and beat/no beat 3. Aurally identified same/different patterns and phrases 4. Used body movement to interpret musical phrases 5. Described vocal and instrumental sounds using personal vocabulary 6. Moved to demonstrate steady beat 7. Identified short/long and strong/weak beats 8. Used icons or invented symbols to represent beat 	<ol style="list-style-type: none"> 1. Described appropriate audience behavior at a live musical performance 2. Described musical preferences in their word and at an appropriate level 3. Created movements that correspond to specific musical moods and styles 4. Identified, listened to, and discussed music written to various musical styles (march, lullaby, etc.) 5. Explained the use of music in sources such as cartoons computer games, and home events 6. Listened and responded to various musical styles (such as marches and lullabies) 7. Used a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and general cultural associations 8. Used developmentally appropriate movements in responding to music from various genres, styles, and periods