

Elementary Music Curriculum

Kindergarten

The over-arching theme in the music curriculum for kindergarten is “My First Adventures in Music.” Through a variety of music methodologies and approaches, kindergarten students will explore their own musicianship through singing, movement/dance, listening activities and instrument playing. The expressive nature of music and creativity of early childhood will be affirmed. Enduring understandings for the unit include learning that all people can sing, that there are differences between speaking, whispering and shouting voices, that singing and moving are means of personal expression, that there is a difference between personal space and shared space during expressive movement, that students can listen to music appropriately while interpreting with understanding the composer’s message, and that there are proper and respectful ways to play classroom instruments.

Elementary General Music Course Objectives

Kindergarten

Students will be able to:

1. Recognize that all people can sing.
2. Distinguish that there are differences between singing, speaking, whispering and shouting voices.
3. Recognize that singing, movement and instrument playing are means of personal expression.
4. Will be able to sing, alone and with others, two-note melodic patterns (sol-mi) and simple songs maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound, clear diction and correct posture.
5. Sing in a proper head voice.
6. Recognize aurally and sing the major scale using solfege syllables.
7. Sing expressively with appropriate dynamics, phrasing and interpretation.
8. Sing from memory a variety of songs.
9. Sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a teacher or conductor.
10. Demonstrate and respond to the steady beat through clapping, marching, and instrument playing.
11. Echo clap and improvise four-beat rhythm patterns which incorporate quarter notes, quarter rests and eighth notes.
12. Visually recognize the quarter note and quarter rest.
13. Perceive, describe and respond to musical opposites, including fast and slow (tempo), high and low (pitch), happy and sad (mode) and loud and quiet (dynamics) when singing, listening or moving to music.

14. Understand that there is a difference between personal space and shared space and conduct their bodies appropriately when moving to music in both venues.
15. Respond through purposeful movement to selected music characteristics or to specific music occurrences while singing or listening to music.
16. Understand what it is to be a good listener of music.
17. Identify specific listening selections including: John Philip Sousa's "The Stars and Stripes Forever" and identify it as a march, Johannes Brahms' "Lullaby," and Camille Saint Saens' "Carnival of the Animals."
18. Understand that a composer is one who creates and writes music and will question and answer, "Who created this and why?", "What is the composer trying to say?", "How does this music make me feel?"
19. Use appropriate terminology in describing music, musical instruments and voices.
20. Identify the sounds of some instruments including hand-held classroom instruments, and band/orchestral instruments.
21. Distinguish between children's voices/adult voices and male voices/female voices.
22. Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and or geographical content.
23. Demonstrate that there are proper and respectful ways to play classroom musical instruments.
24. Identify miscellaneous hand-held classroom instruments such as drums, triangles, tambourines, maracas, sand blocks, wood blocks, rhythm sticks and boom whackers.
25. Differentiate and classify wood instruments from metal instruments and compare and contrast when describing their sounds.
26. Play appropriately a simple melody and ostinato pattern on xylophones and metallophones.
27. Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal and performance settings.