

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

General Music: Kindergarten

Curriculum writing committee:

Robert Burns, Brian Krauss, Alissa Selfridge, Jessica Stokes

Grade Level: Kindergarten

Date of Board Approval: ____2024____

Course Weighting

| | |
|-----------------------------|-------------|
| Participation | 35% |
| Performances | 20% |
| Written Work | 5% |
| Rhythm Comprehension | 20% |
| Melody Comprehension | 20% |
| Total | 100% |

Curriculum Map

Overview:

In this course, students will conduct an in-depth exploration of the most fundamental concepts of music. These concepts include steady beat, pitch discrimination, rhythmic discrimination, dynamics, tempo, and timbre. Students will consistently be encouraged to demonstrate high-quality vocal practices.

Goals:

1. Marking Period One:
 - a. Compare and contrast singing, speaking, and whisper voices.
 - b. Compare and contrast loud and soft sounds.
 - c. Understand, discriminate, and demonstrate singing, speaking, whisper voices. Understand, discriminate, and demonstrate loud and soft sounds.
2. Marking Period Two:
 - a. Compare and contrast loud and soft sounds.
 - b. Compare and contrast fast and slow sounds
 - c. Understand, discriminate, and demonstrate loud and soft voices. Understand, discriminate, and demonstrate high and low sounds.
3. Marking Period Three:
 - a. Compare and contrast fast and slow sounds
 - b. Compare and contrast high and low sounds
 - c. Understand, discriminate, and demonstrate fast and slow sounds. Understand, discriminate, and demonstrate high and low sounds.
4. Marking Period Four:
 - a. Compare and contrast high and low sounds.
 - b. Compare and contrast steady beat and rhythm.
 - c. Understand, discriminate, and demonstrate high and low sounds. Understand, discriminate, and demonstrate steady beat and rhythms.

Big Ideas:

1. The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.
2. Artists use tools and resources, as well as their own experiences and skills, to create art.
3. The arts provide a medium to understand and exchange ideas.

Textbook and Supplemental Resources:

Books: Kodaly in the Kindergarten Classroom, Micheal Houlahan and Philip Tacka

Note: All songs and recordings listed in this curriculum are part of a large array of options that may be utilized to teach the aforementioned musical concepts. Additional resources and songs include, but are not limited to, those found below.

Songs:

- Bobby Shaftoe
- Bounce High, Bounce Low

- Dulce, Dulce
- Hunt the Cows
- Hickety Pickety, Bumblebee
- Hot cross Buns
- Paige's Train
- Paw Paw Patch
- Peas Porridge Hot

Curriculum Plan

Unit 1: Speaking, Singing, Whisper Voice **Time/Days:** Marking Period 1: 9 Days

- **Standards (by number):**

PA Department of Education standards for Arts and Humanities

9.1.3A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr.1.Ka,MU:Cr.1.Kb,MU:Cr2.1.Ka,MU:Cr2.1.Kb,MU:Cr3.1.Ka,MU:Cr3.2.Ka,MU:Pr4.1.Ka,MU:Pr4.2.Ka,MU:Pr4.3.Ka,MU:Pr5.1.Ka,MU:Pr5.1.Kb,MU:Pr6.1.Ka,MU:Pr6.1.Kb,MU:Cn10.0.Ka,MU:Cn11.0.Ka

- **Anchors:**

- **Eligible Content:**

- Singing, Speaking, Whisper Voice

Objectives:

- 1.Students will be able to identify speaking, singing, and whisper voices as they perform them. (DOK 1)
2. Students will be able to distinguish speaking, singing, and whisper voices as performed by others. (DOK 2)
3. Students will be able to compare and contrast speaking, singing, and whisper voices. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the use of singing, speaking, and whisper voices.
 - a. Perform songs with the students.
 - b. Explain the voice used: singing, speaking, or whisper.
 - c. Demonstrate the same song with the different voice types.
 - d. Explain the voice used each time.
2. Address students in singing, speaking, and whisper voices.
 - a. When calling roll, address the students in various voices.
 - b. Students identify the voice used to respond to roll call.

Extensions:

1. Allow students to choose voices in which to perform known songs.

Correctives:

1. Divide class into groups. One group sings the song while another speaks or whispers the song. Compare and contrast performances.
2. Students sing known songs in a variety of voices.

Materials and Resources:

Songs:

- a. Bumble Bee, Bumble Bee
- b. Little Mice Go Creeping
- c. Eeny, Meeny, Miney, Moe
- d. Apple Tree

- e. Fishy, Fishy
- f. Two Little Blackbirds
- g. Hey Diddle, Diddle T
- h. here was a Little Turtle
- i. Rain, Rain
- j. Down by the Banks
- k. See Saw
- l. Oleanna
- m. Star Light, Star Bright
- n. Ring Around the Rosie

Assessments:

1. Diagnostic:

- a. Classroom observation, classroom discussion

2. Formative:

- a. Classroom observation, classroom discussion, performance assessment

3. Summative:

- a. Classroom observation, classroom discussion, performance assessment

Curriculum Plan

Unit 2: Loud and Soft sounds: Dynamics

Time/Days: Marking Period 1 : 9 Days

- **Standards (by number):**

PA Department of Education standards for Arts and Humanities

9.1.3A, 9.1.3.B, 9.1.3.J

National Association for Music Education Core Music Standards

MU:Cr.1.Ka,MU:Cr.1.Kb,MU:Cr2.1.Ka,MU:Cr2.1.Kb,MU:Cr3.1.Ka,MU:Cr3.2.Ka,MU:Pr4.1.Ka,MU:Pr4.2.Ka,MU:Pr4.3.Ka,MU:Pr5.1.Ka,MU:Pr5.1.Kb,MU:Pr6.1.Ka,Mu:Pr6.1.Kb,MU:Cn10.0.Ka,MU:Cn11.0.Ka

- **Anchors:**

- **Eligible Content:**

- Singing, Speaking, Whisper Voice
- Loud and Soft dynamics

Objectives:

1. Students will be able to identify loud and soft sounds as they perform them. (DOK 1)
2. Students will be able to distinguish loud and soft sounds as performed by others. (DOK 2)
3. Students will be able to compare and contrast loud and soft sounds. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the use of dynamics: loud and soft sounds.
 - a. Perform songs and chants with the students.
 - b. Explain the dynamic used: loud or soft.
 - c. Demonstrate the same songs/chants with the different dynamics.
 - d. Explain the dynamic used each time.

Extensions:

1. Allow students to choose dynamics to perform known songs using body percussion and/or instruments.
2. Students explore and identify the typical dynamic level of various classroom instruments.
3. Using a known song or chant, students will change their dynamic throughout the performance according to directives given by the teacher.

Correctives:

1. Students use expressive movement to physically show the differences in loud and soft music recordings.
2. Given a picture or name of an object, students identify the dynamic of the object, then perform the dynamic of the object.

Materials and Resources:

Songs:

- a. Deedle Deedle Dumpling
- b. Little Mice Go Creeping
- c. Doctor Foster went to Glouster
- d. No Bears Out Tonight
- e. Hey Betty Martin
- f. Going on a Bear Hunt
- g. The Lantern Man
- h. Grizzly Bear

Assessments:

- 1. Diagnostic:
 - a. Classroom observation, classroom discussion
- 2. Formative:
 - a. Classroom observation, classroom discussion, performance assessment
- 3. Summative:
 - a. Classroom observation, classroom discussion, performance assessment

Curriculum Plan

Unit 3: Fast and Slow: Tempo

Time/Days: Marking Period 2: 18 Days

- **Standards (by number):**

PA Department of Education standards for Arts and Humanities

9.1.3.A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr.1.Ka,MU:Cr.1.Kb,MU:Cr2.1.Ka,MU:Cr2.1.Kb,MU:Cr3.1.Ka,MU:Cr3.2.Ka,MU:Pr4.1.Ka,MU:Pr4.2.Ka,MU:Pr4.3.Ka,MU:Pr5.1.Ka,MU:Pr5.1.Kb,MU:Pr6.1.Ka,MU:Pr6.1.Kb,MU:Cn10.0.Ka,MU:Cn11.0.Ka

- **Anchors:**

- **Eligible Content:**

- Singing, Speaking, Whisper Voice
- Loud and Soft dynamics
- Fast and Slow tempo

Objectives:

1. Students will be able to identify fast and slow tempos as they perform them. (DOK 1)
2. Students will be able to distinguish fast and slow tempos as performed by others. (DOK 2)
3. Students will be able to compare and contrast fast and slow tempos. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the use of fast and slow tempos.
 - a. Perform songs with the students.
 - b. Explain the tempo used: fast or slow.
 - c. Demonstrate the same song with different tempos.
 - d. Explain the tempo used each time.
2. Students perform known songs in various tempos.
3. Teacher divides class into two groups: one group performs a known song at the normal tempo, while the other group performs the song twice as fast or slow as the first group.

Extensions:

1. Allow students to choose tempo in which to perform known songs.
2. Perform known songs with various tempos on classroom instruments.

Correctives:

1. Students use movement to demonstrate the tempo of various songs, chants, and recordings.
2. Given a picture or name of an object, students identify the tempo of the object, then perform the tempo of the object.

Materials and Resources:

1. Songs:
 - a. Bumble Bee, Bumble Bee
 - b. The Millwheel
 - c. All Around the Buttercup
 - d. Jim Along
 - e. Dr. Foster went to Glouster
 - f. Engine Number Nine
 - g. Go In and Out the Window
 - h. See the Ponies Galloping
 - i. Johnny Works with One Hammer
 - j. Let Us Chase the Squirrel
 - k. Various Recordings

Assessments:

1. Diagnostic:
 - a. Classroom observation, classroom discussion
2. Formative:
 - a. Classroom observation, classroom discussion, performance assessment
3. Summative:
 - a. Classroom observation, classroom discussion, performance assessment

Curriculum Plan

Unit 4: High and Low Sounds-Pitch

Time/Days: Marking Period 3: 18 Days

- **Standards (by number):**

PA Department of Education standards for Arts and Humanities

9.1.3A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr.1.Ka,MU:Cr.1.Kb,MU:Cr2.1.Ka,MU:Cr2.1.Kb,MU:Cr3.1.Ka,MU:Cr3.2.Ka,MU:Pr4.1.Ka,MU:Pr4.2.Ka,
MU:Pr4.3.Ka,MU:Pr5.1.Ka,MU:Pr5.1.Kb,MU:Pr6.1.Ka,Mu:Pr6.1.Kb,MU:Cn10.0.Ka,MU:Cn11.0.Ka

- **Anchors:**

- **Eligible Content:**

- Singing, Speaking, Whisper Voice
- Loud and Soft dynamics
- Fast and Slow tempo
- High and Low Sounds

Objectives:

1. Students will be able to identify high and low pitches as they perform them. (DOK 1)
2. Students will be able to distinguish high and low pitches as performed by others. (DOK 2)
3. Students will be able to compare and contrast high and low pitches. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the use of high and low pitches.
 - a. Perform songs with the students.
 - b. Explain the pitches used: high and/or low.
2. Use classroom instruments to perform songs with a simple high and low accompaniment.

Extensions:

1. Allow students to develop their own high and low compositions.

Correctives:

1. Students use movement to demonstrate the high and low pitches of various songs, chants, and recordings.
2. Given a picture or name of an object, students identify the pitch of the object, then perform the pitch of the object.

Materials and Resources:

1. Songs:
 - a. Bubble Gum
 - b. Wee Willie Winkle
 - c. Burnie Bee
 - d. I Have a Little Snowman
 - e. Here Comes a Bluebird
 - f. Pussy Willow Song
 - g. Hinx Minx
 - h. Snail, Snail
 - i. I Wish I was a Little Bird
 - j. Star Light, Star Bright
 - k. Shoe the Horse
 - l. Body Scale

Assessments:

4. Diagnostic:
 - a. Classroom observation, classroom discussion
5. Formative:
 - a. Classroom observation, classroom discussion, performance assessment
6. Summative:
 - a. Classroom observation, classroom discussion, performance assessment

Curriculum Plan

Unit 5: Steady Beat vs. Rhythm

Time/Days: Marking Period 4: 18 Days

- **Standards (by number):**

PA Department of Education standards for Arts and Humanities

9.1.3A, 9.1.3.B, 9.1.3.C

- **National Association for Music Education Core Music Standards**

MU:Cr.1.Ka,MU:Cr.1.Kb,MU:Cr2.1.Ka,MU:Cr2.1.Kb,MU:Cr3.1.Ka,MU:Cr3.2.Ka,MU:Pr4.1.Ka,MU:Pr4.2.Ka,MU:Pr4.3.Ka,MU:Pr5.1.Ka,MU:Pr5.1.Kb,MU:Pr6.1.Ka,Mu:Pr6.1.Kb,MU:Cn10.0.Ka,MU:Cn11.0.Ka

- **Anchors:**

- **Eligible Content:**

- Singing, Speaking, Whisper Voice
- Loud and Soft dynamics
- Fast and Slow tempo
- High and Low sounds
- Steady Beat vs. Rhythm

Objectives:

1. Students will be able to identify steady beat and rhythms as they perform them. (DOK 1)
2. Students will be able to distinguish steady beat and rhythms as performed by others. (DOK 2)
3. 3. Students will be able to compare and contrast steady beat and rhythms tempos. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the use of steady beat and rhythms
 - a. Perform songs with the students.
 - b. Have the students clap the beat to the song.
 - c. Ask the students to clap the words of the song.
 - d. Discuss the differences in the clapping.
2. Students perform known songs with steady beat and rhythmic accompaniment.
3. Students move to the beat and to the rhythm of known songs, chants, and recordings.

Extensions:

1. Allow students to choose either steady beat or rhythmic accompaniment with which to perform known songs.
2. Perform known songs with various steady beats or rhythmic accompaniment on classroom instruments.

Correctives:

1. Students use movement to demonstrate steady beat or rhythms of various songs, chants, and recordings.

Materials and Resources:

1. See previously learned songs and chants

Assessments:

1. Diagnostic:
 - a. Classroom observation, classroom discussion
2. Formative:
 - a. Classroom observation, classroom discussion, performance assessment
3. Summative:
 - a. Classroom observation, classroom discussion, performance assessment