

Curriculum Map

Course: Music

Topic: Creating

Subject(s): General Music

Grade(s): Kindergarten

Days: 6 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): Create and perform a music and movement composition.

Optional
Instructional Tools:

Unit Essential Question(s): How can we perform to music?

Concept: Movement Composition National Standard(s): 3, 4, 8 State Standard(s): 9.1, 9.2		
Lesson Essential Questions: How can we move our bodies to music? How can we create movement to music?		
Vocabulary: Movement, walk, jog, skip, gallop, jump, hop, tip-toe, dance		

Attached Document(s):

Additional Info:

Suggested Materials:

- Folk songs
- Composed songs

Kindergarten Curriculum Checklist

	Prepare			Present	Practice
	Kin.	A/O	Visual		
<i>Rhythm</i>					
Fast and Slow					
Steady Beat					
<i>Form</i>					
Same, Similar, Different					
<i>Timbre</i>					
Speak					
Whisper					
Shout					
Sing					
<i>Melody</i>					
High and Low					
<i>Expression</i>					
Loud and Quiet					
<i>Skills and Techniques</i>					
Head Voice					
Vocal Warm-up-September					
Vocal Warm-up-October					
Vocal Warm-up-November					
Vocal Warm-up-December					
Vocal Warm-up-January					
Vocal Warm-up-February					
Vocal Warm-up-March					
Vocal Warm-up-April					
Vocal Warm-up-May					
Vocal Warm-up-June					
In-tune Singing-September					
In-tune Singing-October					
In-tune Singing--November					
In-tune Singing--December					
In-tune Singing--January					
In-tune Singing--February					
In-tune Singing--March					
In-tune Singing--April					
In-tune Singing--May					
In-tune Singing--June					
<i>Families of Instruments</i>					
Wood, Metal, Skin/Strike, Scrape, Shake					

Kindergarten Curriculum Checklist

	Prepare			Present	Practice
	Kin.	A/O	Visual		
<i>Movement</i>					
Walk					
Jog					
Skip					
Gallop					
Jump					
Hop					
Tip-toe					
Dance					
<i>Musical Masterpieces</i>					
Children's Books w/art music (List Books, music and date of use)					

Curriculum Map

Topic: Elements of Music

Days: 36 classes, 40 minute each once per week

Key Learning(s): Music is comprised of many elements.

Unit Essential Question(s): How can we make music sound interesting?

Course: Music

Subject(s): General Music

Grade(s): Kindergarten

Optional Instructional Tools:

“Mr. Brown Can Moo, Can You?” Dr. Seuss

“Buzz and Ollie’s High/Low Adventure”

“Buzz and Ollie’s Fast/Slow Adventure”

<p>Concept: Rhythm-Fast and Slow National Standard(s): 6 State Standard(s): 9.3, 9.4</p>	<p>Concept: Rhythm-Steady Beat National Standard(s): 5, 6 State Standard(s): 9.1, 9.3, 9.4</p>	<p>Concept: Form-Same and Different National Standard(s): 6 State Standard(s): 9.3, 9.4</p>
<p>Lesson Essential Questions: What are things around us that move fast? What are things around us that move slow? Can you identify a song that is fast? Can you identify a song that is slow? Can you move in a fast way? Can you move in a slow way? Can you copy my fast motions? Can you copy my slow motions? Can you sing a song in two ways, fast and slow?</p>	<p>Lesson Essential Questions: Can you copy my motions as we listen to this song/rhyme? (non-locomotor, then locomotor movements) Can you copy my motions as we sing this song/say this rhyme? (non-locomotor, then locomotor movements) Can you play the instrument at the same time as me? Can you point to the pictures at the same time as me as we sing this song/say this rhyme? Can you play the instrument as the same time as me while we sing a song/say a rhyme? Can you perform the motions to this rhyme/song while singing/chanting without my help? Can you play the instrument and say this rhyme/sing this song without my help? Can you point to the pictures as you say this rhyme/sing this song without my help?</p>	<p>Lesson Essential Questions: Can you mirror a motion to begin and end each phrase in a piece of music? Can you identify the beginning and ending word in each phrase in a piece of music? Can you compare two phrases and identify if the phrase is the same or different?</p>
<p>Vocabulary: Fast, slow</p>	<p>Vocabulary: steady</p>	<p>Vocabulary: Phrase, same, different</p>

Concept: Timbre-Speaking Voice National Standard(s): 1 State Standard(s): 9.1	Concept: Timbre-Whisper Voice National Standard(s): 1 State Standard(s): 9.1	Concept: Timbre-Shouting Voice National Standard(s): 1 State Standard(s): 9.1
Lesson Essential Questions: Can you use your “normal” speaking voice to say a known rhyme? Can you use a “baby” (high) speaking voice to say a known rhyme? Can you use a “papa” (low) speaking voice to say a known rhyme?	Lesson Essential Questions: Can you use your whisper voice to say a known rhyme?	Lesson Essential Questions: Can you use your shouting voice to say a known rhyme?
Vocabulary: Speaking voice, baby voice, papa voice, high, low, rhyme	Vocabulary: Whisper, quiet, rhyme	Vocabulary: Shout, loud, rhyme

Concept: Timbre-Singing Voice National Standard(s): 1 State Standard(s): 9.1	Concept: Melody National Standard(s): 1 State Standard(s): 9.1	Concept: Expression-Loud and Quiet National Standard(s): 7 State Standard(s): 9.3, 9.4
Lesson Essential Questions: Can you use your singing voice to sing a known song? (range of a fifth, D-A)	Lesson Essential Questions: How does melody move? Can you use your singing voice in a song that uses high and low pitches? Can you show whether a sound is high or low using your body?	Lesson Essential Questions: How can we use our voice in a quiet way? How can we use our voice in a loud way? What are some quiet things in our community? What are some loud things in our community? How does this music sound?
Vocabulary: sing	Vocabulary: Melody, pitch, high, low, going up, going down	Vocabulary: loud, quiet

Attached Document(s): <ul style="list-style-type: none"> • Fast and Slow Master • Loud and Quiet Master
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Additional Info: Suggested Materials: <ul style="list-style-type: none"> • Nursery rhymes • Fingerplays • Poetry • Folk songs • Composed music • Unpitched percussion instruments • Teacher made visuals • Children’s books

Curriculum Map

Course: Music

Topic: Families of Instruments

Subject(s): Music

Grade(s): Kindergarten

Days: 4 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): Different instruments make different sounds. These differences are due to what they are made of and how they are played.

Optional Instructional Tools:

Unit Essential Question(s): How are instruments different?

Concept: Classroom Instruments National Standard(s): 2 State Standard(s): 9.1		
Lesson Essential Questions: How do we group instruments? How do we play instruments? While listening to a known poem, can you play the instrument when it is your turn? While listening to a known book, can you play the instrument when it is your turn?		
Vocabulary: Strike, shake, scrape, wood, metal, skin, mallet, striker, scraper, wood block, jingle bells, guiro, hand drum, triangle, wind chimes		

Attached Document(s):

Additional Info:

Suggested Materials:

- Unpitched percussion instruments: wood block, triangle, hand drum, guiro, jingle bells, wind chimes
- Folk songs
- Composed songs
- Rhymes
- Quality children's poems
- Quality children's books

Curriculum Map

Course: Music

Topic: Musical Masterpieces

Subject(s): General Music

Grade(s): Kindergarten

Days: 6 classes, 40 minute each once per week

Key Learning(s): Composers write music to tell stories and communicate emotions.

Optional Instructional Tools:

Unit Essential Question(s): How have composers used music to communicate ideas and feelings.

Concept: Feelings National Standard(s): 7 State Standard(s): 9.3, 9.4	Concept: Musical Stories National Standard(s): 7 State Standard(s): 9.3, 9.4	
Lesson Essential Questions: How do composers use music to make us feel happy, sad or scared?	Lesson Essential Questions: How do composers use music to tell stories?	
Vocabulary: Feelings, happy, sad, scared, like, dislike, loud, quiet, fast, slow	Vocabulary: Composer, instruments, loud, quiet, fast, slow	

Attached Document(s):

Additional Info:

Some important pieces that should be covered in elementary grades include, but are not limited to:

- Carnival of the Animals
- Peter and the Wolf
- The Sorcerer’s Apprentice
- Peer Gynt Suite
- The Nutcracker Suite
- Hansel and Gretel

Suggested materials:

- Children’s books
 - “The Nutcracker” w/Tchaikovsky’s “Nutcracker Suite”
 - Carnival of the Animals
 - “I’m going on a Bear Hunt” w/Grieg’s “In the Hall of the Mountain King”
 - “Come Along Daisy” w/Grieg’s “Norwegian Dance”
- DVDs
 - “Peter Ustinov Reads the Orchestra” (specifically mood in music)
 - “Amazing Music Series Vol. 1: Emotions in Music”
 - “Hansel and Gretel”
 - “Peter and the Wolf”
 - “The Sorcerer’s Apprentice”
 - “Peer Gynt”
 - “The Nutcracker Ballet” (Royal Ballet, New York City Ballet or San Francisco Ballet)
 - “Hansel and Gretel”

Curriculum Map

Course: Music

Topic: Skills and Techniques

Subject(s): General Music

Grade(s): Kindergarten

Days: 8 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): The students will sing alone and with others.

**Optional
Instructional Tools:**

“Mr. Brown Can Moo Can
You?” Dr. Suess

**Unit Essential Question(s): Can a student sing a simple song on
pitch in a group setting/individually?**

Concept: Singing Voice-Using the head voice. National Standard(s): 1 State Standard(s): 9.1		
Lesson Essential Questions: Can you make your voice sound like...in various up and down glissandos? <ul style="list-style-type: none">• a zipper (“zzz”)• an owl (“oo”)• an elevator (“nnn”)• a puppy whining• a motorboat (lip trills) Can you sing what I sing back to me? Can you sing an answer to my question? Can you make your voice sound like this picture? (various line drawings)		
Vocabulary: Sing, echo, same, different, question and answer		

Attached Document(s):

Additional Info:

Suggested Materials:

- Folk songs
- Composed songs
- “The Book of Pitch Exploration”, John Feierabend

Kindergarten Vocabulary and Definitions

Composer: a person who makes up pieces of music by putting sounds together in his or her own way.

Echo: to repeat or imitate

Melody: a line of single pitches that moves higher, lower, or repeats

Phrase: a musical “sentence”

Pitch: the highness or lowness of a tone

Steady: stays the same; does not get faster or slower