

## Kindergarten Music Curriculum, Assessments, and Resource Pacing Chart

### K-5 Music Goals:

*\*Demonstrate musical expression through speaking, singing, playing, and moving.*

*\*Develop a repertoire of songs: folk, seasonal, multi-cultural, patriotic.*

*\*Experience performing in a concert, grades K-5. Kindergarten students perform in May at the 'Joy of Kindergarten,' where much of what we learn is shared.*

*\*To be Tuneful (to have melodies in the head & learn to coordinate the voice to sing those melodies), Beatful (to feel the pulse & how it is grouped in 2s or 3s), and Artful (music elicits feelings). "We sing, say, dance, and play, in a tuneful, beatful, artful way."*

*Note: Effective elementary music teaching is cyclical, like a musical "workout." While the focus may be on one area, it is necessary that the various musical aspects are covered throughout the year.*

*Kindergarten Michigan Standards for Music Education found at:*

*[https://www.michigan.gov/documents/mde/Complete\\_VPAA\\_Expectations\\_June\\_2011\\_356110\\_7\\_458390\\_7.pdf](https://www.michigan.gov/documents/mde/Complete_VPAA_Expectations_June_2011_356110_7_458390_7.pdf) - pages 30-33. Each target corresponds to one of the standards found here.*

| Weeks | KCE Curriculum     | Assessment   | Additional Resources:   | Standards / Learning Targets  | Vocabulary   |
|-------|--------------------|--|---|---|--|
| 7     | Exposure to Rhythm | Pre & Post test on Pulse, practice on body percussion, through speech, song, or chant. Teacher Listening & Observation.  | Artie Almeida, GamePlan K, Unpitched Percussion Technique, Feierabend Books: Song & Rhymes with Beat Motions, etc.  | I can find the pulse of the music. (I.6)<br>I can echo a short rhythm pattern. (I.7)<br>I can copy a pattern with beats and rests. (I.9)<br>I can show long and short rhythms. (III.2)<br>I can show fast and slow.<br>I can respond to tempos through my movement..<br>I can play the beat on an UPP instrument. (I.8) | Steady beat, rhythm, long and short, rhythm vs. beat, music note, sound vs. silence, body percussion |
| 7     | Melody             | Sing short vocal model (pre & post test in May), Practice higher than/lower than with voices and on instruments, Explore: So and Mi through drawings and stories, up/down, high/low with voices then instruments, learn repertoire of songs, Present So-Mi with an iconic system | I Sing, You Sing; GamePlan K, Arioso Land, First Steps, Books & SongTales with response sections, Feierabend books: Pitch Exploration, Songs & Rhymes, Echo Songs, Beginning Circle | I can label high and low.<br>I can sing in unison. (I.4)<br>I can match a pitch. ("Bullseye") (I.1)<br>I can imitate a melody with 1 to 3 pitches. (I.4)<br>I can show up and down with my voice in a story or drawing.(II.2)<br>I can label a melody as going "up" or "down." (I.10)                                   | Melody, High and low, up/down/same, melodic patterns, pitch & pitch matching, unison                 |

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|   |                    |   | Games, etc.)   | I can create a song about myself. (II.4)<br>I can sing an “answer” to a melodic question. (II.2)<br>I can sing an echo song. (III.1)  |  |
| 3 | Harmony            |   | Rhythm sticks, fingerplays   | I can show the beat while singing a simple song. (I.8)<br>I can show the beat while chanting a simple song or poem. (I.8)   |  |
| 4 | Form / Movement    | Present & practice same & different through speech, song, listening, informally assess through teacher observation, | Lynn Kleiner “Kids Can Listen, Kids Can Move,” Gagne Listening Resource Kit, “I’m Growing Up” (Amidon) | I can identify same & different in music. (I.3)<br>I can respond to the phrases in music through moving. (III.3)<br>I can move to the musical style. (II.6)   | Same, different, phrase, movement, creative movement                       |
| 6 | Timbre             | Explore 4 voices / vocal quality, name unpitched percussion,  | Percussion Parade (Almeida), GamePlan K  | I can use my ‘floating’ voice to sing higher. (I.2)<br>I can use my singing voice. (I.1)<br>I can identify my singing, speaking, whispering, and calling voices. (I.1)<br>I can identify male, female, & children’s voices. (III.5)<br>I can identify basic rhythm instruments by sight. (III.5)<br>I can play rhythm instruments with proper technique.(I.1) | instrument exploration, drums, technique, mallets, names of instruments    |
| 6 | Musical Expression | Fast/Slow & loud and quiet through songs, chants, movement, & instruments   |  | I can demonstrate audience appropriate behavior. (IV.3)<br>I can give a personal reaction to music. (III.7)   | Audience, performer, performance, stage, applause, conductor, piano, forte |