

Grade Pre-K and K General Music

Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in kindergarten receive two forty minute classes of music instruction per six day rotation. All students in pre-K receive two twenty minute classes of music instruction per six day rotation.

Course Overview

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative**, **responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and connects to promote and enhance lifelong learning.

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Course Skill Objectives

Students will:

- Sing alone and with other, a varied repertoire of music
- Perform on percussion instruments, alone and with others, a varied repertoire of music
- Improvise and compose rhythmic and melodic patterns
- Read and notate music
- Listen to, analyze, interpret and evaluate music
- Perform multicultural music and dances

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| <p><u>Content Topics</u></p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form, Style and Musical Expression IV. Vocal/Instrumental Development | | <p><u>Assessments</u></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form, Style and Musical Expression IV. Vocal/Instrumental Development |
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Rhythm

Skill Objectives

- Students will be able to demonstrate steady beat.
- Students will be able to demonstrate contrasts in tempi (slow, fast).
- Students will be able to demonstrate the pulse/beat in simple and compound meters.
- Students will be able to perform non-locomotor movements to a musical beat.
- Students will identify and perform rhythms comprised of long and short notes using pre-rhythm (non-standard) notation.

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| <p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p> | <p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p> |
| <p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Evaluate</p> | <p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present</p> |
| <p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze and evaluate long and short notes using pre-rhythm (non-standard) notation. | <p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will clap and tap a steady beat in contrasting meters (2/4, 3/4, 4/4, 6/8) and tempi (slow, fast) • Students will analyze, rehearse, evaluate, refine and present simple rhythms using pre-rhythm (non-standard) notation. |

Assessments:

Kindergarten Rhythm Assessment Parts 1 and 2

Individual/Small group performance

Full group performance

Melody and Harmony

Skill Objectives

- Students will be able to differentiate between high and low pitches.
- Students will be able to sing songs in varied tonalities.
- Students will be able to perform a song or rhyme.

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Instructional Strategies/Process

- Students will listen to, analyze and interpret melodies, differentiating between high and low.
- Students will analyze, identify and describe the differences between pieces with contrasting tonalities (major and minor).

Instructional Strategies/Process

- Students will echo sing alone and with others.
- Students will rehearse, evaluate, refine, sing and present simple melodic patterns.
- Students will sing songs, in both major and minor keys in the proper vocal register (head voice).

Assessments:

Kindergarten Melody and Harmony Assessment

Individual/Small group performance

Full group performance

Form, Style and Musical Expression

Skill Objectives

- Students will be able to distinguish between same and different phrases.
- Students will be able to demonstrate contrasts in dynamics (soft, loud).
- Students will be able to perform dramatizations and create sound accompaniments for stories, rhymes and poetry.

| Responding <i>Understanding and evaluating how the arts convey meaning.</i> | Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i> | Creating <i>Conceiving and developing new artistic ideas and work.</i> |
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| <p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p> | <p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Rehearse, Refine, Present</p> | <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make</p> |
| <p>Instructional Strategies/Process</p> | <p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will perform contrasting movements different phrases. | <p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will plan and make sound accompaniments for dramatizations using |

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| <ul style="list-style-type: none"> • Students will listen to and analyze various repertoire and distinguish between same and different phrases. • Students will listen to, analyze and interpret musical examples and identify different dynamic levels including soft and loud. | <ul style="list-style-type: none"> • Students will rehearse, refine and present dramatizations and sound accompaniments for stories, rhymes and poetry. • Students will sing, rehearse, refine and present short songs with different dynamic levels including soft and loud. | <p>unpitched percussion and vocal improvisations.</p> |
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Assessments:

Kindergarten Form, Style and Musical Expression Assessment
 Individual/Small group performance
 Full group performance

Vocal and Instrumental Development

Skill Objectives

- Students will be able to sing with appropriate posture while sitting and standing.
- Students will be able to sing in head voice.
- Students will be able to play unpitched percussion with developing technique.

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| <p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze</p> | <p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Rehearse, Evaluate, Refine, Present</p> |
| <p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will listen to, analyze, and echo melodic patterns and short songs in the correct vocal register. | <p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will sing rehearse, refine and present songs and phrases in head voice. • Students will evaluate their performances for use of head voice. • Students will demonstrate proper posture in both sitting and standing positions. • Students will vocalize using high and low registers of the speaking and singing voice. • Students will play unpitched percussion with a steady beat. |

Assessments:

Kindergarten Vocal and Instrumental Development Assessment, Individual/Small group performance, Full group performance

CONNECTING

Relating artistic ideas and work with personal meaning and external context.

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: Compare and Contrast, Analyze, Interpret, Evaluate

Skill Objective

Students learn a specific piece of repertoire and will understand how it connects to other disciplines in the academic setting.

Connecting Experience

- Students will learn the melody and lyrics to “Yankee Doodle” and understand the historical context of the song and the meaning behind the words.
- Students will answer two focus questions about the song:
 - Why is this song relevant, and what is it about?
It is the Connecticut State song, and it is about the members of the army around the time of the Revolutionary War. The words were originally written by the British to make fun of the American soldiers, but the soldiers eventually reclaimed the song as their own.
 - How many parts does the song have? Do any of the parts repeat? *Two, the verse and refrain. The refrain repeats.*

Yankee Doodle

Voice



Yank-ee doo-dle went to town, ri-ding on a po - ny, stuck a feath-er

The first line of musical notation is on a treble clef staff with a key signature of one sharp (F#) and a 4/4 time signature. It contains 11 measures of music, with lyrics underneath.

6



in his hat and called it mac - a - ro - ni. Yan - kee doo - dle keep it up,

The second line of musical notation starts at measure 6. It contains 6 measures of music with lyrics underneath.

11



Yank - ee doo-dle dan - dy. Mind the mu-sic and the step and with the girls be han - dy.

The third line of musical notation starts at measure 11. It contains 10 measures of music with lyrics underneath.

Verse 2:

Father and I went down to camp,
Along with Captain Gooding,
And there we saw the men and boys
And there we saw a thousand men
As rich as Squire David,
And what they wasted every day,
I wish it could be saved.