
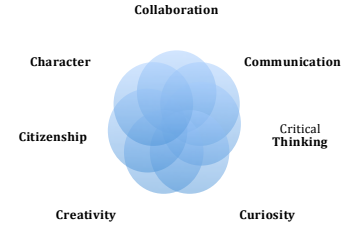


Content Area	Course: Music	Grade Level: Kindergarten
Kindergarten Music 	R14 The Seven Cs of Learning 	
Unit Titles	Length of Unit	
• Rhythm	• Ongoing	
• Melody	• Ongoing	
• Form	• Ongoing	
• Style and Expression	• Ongoing	
• Movement	• Ongoing	
• Vocal Development	• Ongoing	
• Instrumental Development	• Ongoing	



Strands	Course Level Expectations*
Create	<ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians can generate creative ideas, make creative decisions, and know when to share. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication
Perform	<ul style="list-style-type: none"> • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • 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. The context and how a work is presented influence the audience response. • Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music
Respond	<ul style="list-style-type: none"> • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
Connecting	<ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

*Expectations span Grades PK-8 and are based on the National Coalition Core for Art Standards

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Unit Title	Rhythm	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas and make creative decisions and know when to share their work? • How do individuals choose music to experience? • How do musicians make meaningful connections to creating, performing, and responding? • How do other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 		
Standards*	<p>Create: <i>Imagine: MU:CR1.1 Ka, Plan and Make: MU:CR2.1.Kb, Present: MU:CR3.2k</i></p> <p>Perform: <i>Analyze: MU.PR4.2.K</i></p> <p>Respond: <i>Analyze: MU. Re 7.2.K</i></p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Steady beat in simple and compound meter • Identify contrasts in tempo • Echo rhythms using du/du de, fast vs. slow 		
Key Vocabulary	steady beat, tempo, quarter note, quarter rest, double eighth note, andante, allegro moderato, presto, vivace, du/ du de rhythms, fast, slow, tempo		

*Standards based on National Coalition for Core Art Standards

For more information visit: <https://nafme.org/wp-content/files/2014/06/1-Core-Music-Standards-PreK-81.pdf>

Unit Title	Rhythm	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the difference between steady and unsteady beat how to find the beat in music with different meters with guidance, demonstrate how a specific music concept (such as beat) is used in music quarter note, quarter rest, and double eighth note rhythms 	<ul style="list-style-type: none"> play, listen, and move to the steady beat of music in simple and compound meters ($\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$) sing, play, listen, and move to music with contrasts in tempo (andante, allegro, moderato, presto) with guidance, explore and experience musical concepts (such as beat) demonstrate awareness of rhythmic contrasts in a variety of music selected for performance analyze, decode and perform rhythms with quarter notes, quarter rests and double eighth notes maintain a steady beat using body percussion, rhythms instruments and voice express rhythm and meter through movement analyze long and short shapes and sounds through observation, singing, listening and playing of classroom rhythm instruments analyze rhythmic patterns of locomotor movements consisting of long, short or long and short sounds

Assessments:	<ul style="list-style-type: none"> Iconic notation assessment, Regular formative assessments, Formative Notation assessments
Teacher Resources:	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Fountas & Pinnell Keeping the Beat CD From Corelli to Kabalevsky- John M. Feierabend, Move It! by Peggy Lyman The Book of Songs & Rhymes with Beat Motions- John M. Feierabend

Unit Title	Melody	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<p>How do musicians generate creative ideas, make creative decisions, and know when to share?</p> <p>How do individuals choose music to experience?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>How do the other arts, other disciplines, contexts and daily life inform creating, responding, and performing to music?</p> <p>How can people use difference speaking, singing, and whispering voice?</p> <p>How do you change your voice to make high and low pitches? What is the difference between high and low sounds?</p>		
Standards	<p>CREATE: <i>Imagine: MU:CR1.1.Ka, Plan and Make: MU:CR2.1.Kb, Evaluate & Refine: , Present: MU:CR3.2K</i></p> <p>PERFORM: <i>Analyze: MU: PR4.2.K</i></p> <p>RESPOND: <i>Analyze: MU: Re.7.2.K</i></p>		
Unit Strands & Concepts	Using your singing voice, High vs. Low Sounds, Pitch Matching, Long and Short, Melody alone or with accompaniment, pitched vs. unpitched instruments		
Key Vocabulary	speaking/whispering/singing voice, high/low, pitch, mi-sol-la solfege, melody, upward movement, downward movement, accompaniment, pitched, unpitched		

Unit Title	Melody	Length of Unit	Ongoing
Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...		
<ul style="list-style-type: none">• difference between high and low sounds• difference between upward and downward melodic contour• the difference between whispering,speaking, and singing sounds• how a specific music concept (such as melodic direction) is used in music• pitched vs. unpitched sounds	<ul style="list-style-type: none">• sing, listen, and move to high and low sounds• sing and move to melodies with upward and downward contour• analyze, identify, sing, move and play the difference between high and low sounds• sing and move to a varied repertoire of songs• explore and experience music concepts (such as melodic contour and upward and downward melodic direction)• explore and demonstrate awareness of melodic contrasts (such high/low,, same/different) in a variety of music selected for performance with guidance• sing on pitch and in rhythm with appropriate timbre, diction, posture and maintain a steady beat• sing expressively, with appropriate dynamics, phrasing and interpretation• differentiate high and low sounds on a pitched percussion instrument• aurally and visually differentiate between upward and melodic direction		
Assessments:	<ul style="list-style-type: none">• Teacher Observation, Student Performance, Regular Formative Assessments		
Teacher Resources:	First Steps in Music for Preschool & Beyond- John M. Feierabend, Sing A Song of Poetry- Kindergarten- Fountas Pinnell, Book of Pitch Exploration- John M. Feierabend, Book of Movement Exploration- John M. Feierabend, Book of Beginning Circle Games- John M. Feierabend, Book of Call and Response- John M. Feierabend, Book of Fingerplays & Action Songs- John M. Feierabend, Book of Songs & Rhymes with Beat Motions- John M. Feierabend, Book of Echo Songs- John M. Feierabend, Book of Children’s Songtales- John M. Feierabend		

Unit Title	Form	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas and make creative decisions? • How does understanding the structure and context of musical works inform performance? • How is music broken down into sections? • How do you differentiate between same and different sections in music? 		
Standards	<p>CREATE: <i>Imagine: MU: CR1.1.Ka, Plan and Make: MU:CR2.1.Ka</i></p> <p>PERFORM: <i>Select: MU:Pr.4.1.K, Analyze: MU: Pr4.2.K</i></p> <p>RESPOND: <i>Analyze: MU: Re.7.1.K, Interpret:MU. Re7.2.K</i></p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Patterns in music, • same and different, • part and whole 		
Key Vocabulary	musical phrase, patterns, music sections, part, whole, beginning, ending		

Unit Title	Form	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the difference between different and same phrases when a phrase has ended identify their favorite musical idea 	<ul style="list-style-type: none"> sing, move, and listen to different types of phrases apply concepts of musical form to their own interests in music analyze music to identify the pattern identify the beginning and ending of a song distinguish between part and whole analyze songs to identify demonstrate same and different sections through movement perform question/answer patterns

Assessments:	<ul style="list-style-type: none"> Teacher Observation, Student Performance, Regular Formative Assessments
Teacher Resources:	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Kindergarten- Fountas & Pinnell, The Book of Movement Exploration- John M. Feierabend, The Book of Call and Response- John M. Feierabend, The Book of Fingerplays and Action Songs- John M. Feierabend, The Book of Songs & Rhymes with Beat Motions- John M. Feierabend, The Book of Echo Songs- John M. Feierabend, The Book of Children's Songtales- John M. Feierabend

Unit Title	Style and Expression	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas and improve their creative work over time? • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? • What is the difference between loud and soft? • How do you choose different sounds to express a musical idea? 		
Standards	<p>CREATE: <i>Imagine: MU: Cr1.1 Kb, Evaluate & Refine: MU: Cr3.1.K</i></p> <p>PERFORM: <i>Select: MU: Pr4.1K, Interpret: MU: Pr4.3.K, Rehearse, Evaluate & Refine: MU: Pr5.1.Ka, MU: Pr5.1 Kb</i> <i>Present: MU: Pr6.1.Ka, MU: Pr 6.1.Kb</i></p> <p>RESPOND: <i>Select: MU: Re 7.1 K, Interpret: MU: Re 8.1.K, Evaluate: MU: Re 9.1.K</i></p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Difference between loud and soft • Selecting sounds to express musical ideas 		
Key Vocabulary	loud/soft (dynamics), tempo, mood, rhyme, style, feelings, audience		

Unit Title	Style and Expression	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the difference between loud and soft musical ideas contrasting dynamics appropriate movements related to the music 	<ul style="list-style-type: none"> analyze, sing, and listen to music in different styles and contrasting dynamics analyze, sing and move to fast, medium and slow tempo appropriately, create and perform dramatizations, sound accompaniments, and movement improvisations for stories, rhymes, and poetry critique the performance of class related to the mood of songs being performed analyze the expressive qualities of various music and relating them to their own feelings perform appropriately for the audience

Assessments:	<ul style="list-style-type: none"> Teacher Observation, Student Performance, Regular Formative Assessments,
Teacher Resources:	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Kindergarten- Fountas & Pinnell, The Book of Movement Exploration- John M. Feierabend, The Book of Call and Response- John M. Feierabend, The Book of Children's Songtales- John M. Feierabend

Unit Title	Movement	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians improve the quality of their work • When is creative work ready to share? • How does understanding the structure and context of musical works inform performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? 		
Standards	CREATE: <i>Imagine: MU: Cr1.1.Kb, Evaluate & Refine: MU: Cr 3.1.K, Present: MU: Cr 3.2.K</i> PERFORM: <i>Analyze: MU: Pr 4.2.K, Present: MU: Pr 6.1Ka, MU: Pr 6.1. Kb</i>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Moving through space, • Matching movement to music, • Folk Dancing 		
Key Vocabulary	Sashay, Peel the Banana, do-see-do, high, low, tempo, fast, slow, form, same and different, left, right, partner, opposite		

Unit Title	Movement	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • personal space through creative movement • different ways to move through space 	<ul style="list-style-type: none"> • demonstrate contrasting elements in music through movement • perform non-locomotor and locomotor movements • respond to a musical beat and changes in tempo and dynamics through movements • generate musical ideas (such as movements or motives) • demonstrate understanding of high/low, loud/soft and same/different through a variety of movements • perform appropriately for the audience through movement

Assessments:	<ul style="list-style-type: none"> • Teacher Observation, Student Performance, Regular Formative Assessments
Teacher Resources:	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Kindergarten- Fountas & Pinnell, The Book of Movement Exploration- John M. Feierabend, The Book of Beginning Circle Games- John M. Feierabend, The Book of Fingerplays and Action Songs- John M. Feierabend, The Book of Song & Rhymes with Beat Motions- John M. Feierabend, Jump, Jim, Joe- New England Dance Masters, Chimes of Dunkirk- New England Dance Masters, Listen to the Mockingbird- New England Dance Masters

Unit Title	Vocal Development	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians improve the quality of their creative work? • How do musicians improve the quality of their performance? • What are the different ways you can use your voice and your singing voice? • How do you sit or stand to sing? • What is the difference between speaking and singing? 		
Standards	CREATE: <i>Evaluate & Refine: MU: Cr 3.1.K</i> PERFORM: <i>Rehearse, Evaluate & Refine: MU: Pr 5.1.Ka</i>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Appropriate use of Singing Voice, • Posture, High vs. Low, 		
Key Vocabulary	singing posture, high/low registers, speaking/singing		

Unit Title	Vocal Development	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how to sit and how to stand to sing • how to use speaking voice and how to use singing voice • how to match pitch 	<ul style="list-style-type: none"> • sing with appropriate posture while sitting and standing • speak and sing in high/low vocal registers • echo singing patterns and phrases using appropriate singing voice

Assessments:	<ul style="list-style-type: none"> • Teacher Observation, Student Performance, Regular Formative Assessments
Teacher Resources:	<p>First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Kindergarten- Fountas & Pinnell, The Book of Pitch Exploration- John M. Feierabend, The Book of Call and Response- John M. Feierabend</p> <p>The Book of Echo Songs- John M. Feierabend, Pitch Exploration Stories- John M. Feierabend, Pitch Exploration Pathways- John M. Feierabend</p>

Unit Title	Instrumental Development	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • How do musicians improve the quality of their performance? • How do you produce a good sound on your instrument? 		
Standards	<p>CREATE: <i>Plan and Make: MU: Cr 2.1.Ka, MU: Cr 2.1.Kb</i> <i>Evaluate & Refine: MU: Cr 3.1.K</i></p> <p>PERFORM: <i>Rehearse, Evaluate & Refine: MU: Pr5.1.Ka</i></p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Appropriate instrument performance, • Posture, • Hand position 		
Key Vocabulary	rest position, unpitched percussion, posture, hand position, sticking, playing position, xylophone, glockenspiel, djembe, drum, maraca, woodblock, triangle		

Unit Title	Instrumental Development	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> proper percussion technique (playin and rest position) 	<ul style="list-style-type: none"> play unpitched percussion instruments with proper technique demonstrate and choose favorite musical ideas organize personal musical ideas using iconic notation

Assessments:	Teacher Observation, Student Performance, Regular Formative Assessments
Teacher Resources:	First Steps in Music for Preschool and Beyond- John M. Feierabend Sing A Song of Poetry- Kindergarten- Fountas & Pinnell Orff Resources