

Course Information: HPS MUSIC CURRICULUM

Topic: General Music

Grade Level: Kindergarten

Length: Year

Periods per week: Two 20 minute periods

Essential Understandings:

Steady beat, long and short, sing and speak, high and low, same and different, loud and quiet, fast and slow, timbre of non-pitched percussion, vocal technique, instrumental technique, finger plays, nursery rhymes, poetry, movement (dance), musical compositions, multicultural music.

Theme Samples:

Fall, Animals, Halloween, Family/Friends, Christmas, Snow, Alphabet, Valentine's Day
Patriotic, St. Patrick's Day, Spring, Winter, Numbers, Poetry

Course Objectives and Expectations:

Students will practice a steady beat, hear music with long and short sounds, high and low pitches, loud and quiet dynamics, and fast and slow tempos. They will identify and use speaking, singing, shouting, and whispering voices. They will notice that music has parts that are the same and different. They will demonstrate good singing posture. They will learn and recite poetry, finger plays, nursery rhymes and singing songs and games.

Student Objectives:

- I can identify quarter notes, quarter rests, and paired 8th notes.
- I can recognize music that is fast and slow.
- I can identify high and low pitches.
- I can sing in unison and call and response.
- I can identify non-pitched percussion instruments and know the correct way to play them.
- I can recognize music that is loud and quiet.
- I can sing sol and mi using hand signals.
- I can sing loud and quiet, fast and slow, high and low.
- I can practice and perform a Christmas program.
- I can use my voice to whisper, shout, speak, and sing.
- I can play singing games.
- I can sing songs from around the world.

Participation Rubric:

(4) Student work is beyond expectations. High level of participation. Stays on task and shows enthusiasm. Performs tasks exceptionally well. Shows mastery of musical skills.

(3) Student work meets expectations. Good level of participation. Participates without reminders. Shows mastery of musical skills most of the time.

(2) Student work nearly meets described standards. Needs some reminders to participate. On task most of the time. Performs most activities at a satisfactory level. Shows an understanding of skills and can mostly perform skills correctly.

(1) Student work does not meet expectations. Uncooperative at times. Talks when directions are being given. Reminders to stay on task. Shows an understanding of skills, but does not perform skills consistently.

(0) Student work is unacceptable. Insufficient knowledge of rules and activities with no attempt to learn them. Doesn't follow the rules. Avoids participation. Complains about the task. Does not have an understanding of skills.

Pacing and pertinent Montana Content Standards:

[Montana Teach Arts-Standards Grade by Grade](#)

Timeline: Year round – beat, loud and quiet, following directions, instrument and vocal technique, fast and slow, high and low, long and short, pitch matching. September – 4 voices, moving in space, echoing; October – pitch matching; November – phrase; December – Christmas programs; January – timbre; February – label quarter note and paired 8th notes; March – sol and mi with hand signals; April – sound and silence, up and down melodies;

Resources: GamePlan teacher book, MusicPlay teacher book and digital resources, Singing Games Children Love volumes 1-4, John Feierabend Book of Call and Response, Book of Children's Songtales, The Book of Echo Songs, The Book of Playground Songs and Rhymes, The Book of Beginning Circle Games, The Book of Pitch Exploration, The Book of Fingerplays and Action Songs, The Book of Songs and Rhymes with Beat Motions, Musical Games Fingerplays and Rhythmic Activities for Early Childhood, Music K8 magazines,

HPS Technology Curriculum : [Havre Technology Curriculum](#)