



Greenwich Public Schools Parent Curriculum Guide

Core Music: Kindergarten

Families as Partners in Learning

The focus for the music department is to develop units of instruction and assessments for our four Artistic Processes: (1) making meaningful expression such as performing on an instrument or singing (**PERFORMING**), (2) expressing personal ideas by composing or improvising music (**CREATING**), (3) responding to music such as critiquing the work we hear (**RESPONDING**), (4) interpreting symbolic expression by different disciplines, cultures, and history (**CONNECTING**). The integration of technology with music specific digital tools is ongoing to enhance the learning opportunities for all students, “Communicate effectively for a given purpose” and “Recognize and respect other cultural contexts and points of view.”

All students will develop knowledge of the varied career pathways that can be accomplished while participating in core music.

All students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

As a means of having a uniform teaching approach and methodology for core music, grades Pre-K through 5th grade, the core music faculty implements the music curriculum created by Dr. John Feierabend. A national leader in music education, Dr. Feierabend is Professor Emeritus of Music Education at The Hartt School of the University of Hartford and is a past President of the Organization of American Kodály Educators.

First Steps in Music for Preschool and Beyond^[1] is Feierabend’s text for Pre-K through the end of 1st grade. Its focus is developing singing and movement skills, and it is rich in traditional folk music. The design encourages students to be “tuneful, beatful, and artful” (p.10). He suggests the following “musical workout:”

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| 1. Pitch Exploration | 5. SongTales (songs that tell a story) |
| 2. Song Fragments (echo/call & response songs) | 6. Movement Exploration |
| 3. Simple Songs | 7. Movement for Form and Expression |
| 4. Arioso (child-created tunes) | 8. Movement with the Beat |

Based on this methodology, the Pre-K/Kindergarten and Grade 1 Core Music Units of Instruction include three strands—Tuneful, Beatful, and Artful. There is a benchmark assessment in first grade. At the end of first grade, students are assessed for their readiness to move into Conversational Solfege.

^[1] Feierabend, John. First Steps in Music for Preschool and Beyond. Chicago: GIA Publications, 2003.

Units	Student Learning Expectations
Unit 1: “Tuneful” - How We Use Our Voice “Tuneful” - to think tunes in our heads and learn to coordinate our voices to sing those tunes. Enduring Understandings: <u>Performing</u> • Singing is a means of communication. • Humans are born with an instrument for making music - the voice.	Students Will: Identify, demonstrate, and differentiate between the four different ways of using the voice—speaking, singing, shouting, and whispering. Echo song fragments and rhymes. Explore pitch using vocal sliding activities (<i>glissandi</i>). Sing songs/say rhymes while feeling a steady beat. Identify sounds that are loud and soft. Listen and respond to teacher-performed songs that tell a story (<i>SongTales</i>). Make connections between music heard in class and music/activities in daily life.
Unit 2: “Beatful” - Feeling the Pulse/Beat “Beatful” - to feel the pulse of the music and how that pulse is either grouped in 2’s or 3’s. Enduring Understandings: <u>Performing</u> • Performing allows a musician to express musical ideas.	Students Will: Maintain teacher generated steady beat on my body or classroom instruments. Create a steady beat to familiar songs/rhymes on my body or classroom instruments. Move to the beat in 2’s and 3’s to recorded music, familiar songs, and rhymes by following the teacher’s lead. Make connections between music heard in class and music/activities in daily life.
Unit 3: Artful - Creative Exploration in Music Artful - to be moved by music; there are many ways music can elicit an emotional response. Enduring Understandings:	Students Will Do: Make musical sounds with my voice (e.g. <i>oo, ah, yeeha, mm</i>, etc.). Explore pitch using vocal sliding activities/create vocal slides (<i>glissandi</i>). Create (<i>improvise</i>) Level 1 ‘<i>ariosos</i>’ (child-created songs without words) on a neutral syllable using a minimum of 2-3 pitches.

<u>Performing</u> • Humans are born with an instrument for making music - the voice. <u>Creating</u> • Improvisation expresses ideas in the moment. <u>Responding</u> • People listen to music for a variety of reasons. • Listening to music evokes emotions. <u>Connections</u> • Music connects us to the past, present, and future.	Recognize same/different in Level 1 '<i>ariosos</i>.' Discover different ways to move my body. Move in my own personal space. Move expressively to recorded music. Make connections between the songs and movements I make in class to other disciplines (math, language arts, P.E., art) and to my daily life.
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