

# Kindergarten Music

**Kindergarten Overview:** In kindergarten music, we seek to build background knowledge. Through learning songs, playing games, moving, and listening, we learn to control our voice, sing and chant with a group, and move to the music. The repertoire of songs we learn this year will become the foundation on which we will begin to build literacy and skills in first grade.

## Unit 1: Steady Beat

**Timeframe: 12 weeks**

**Essential Question:** Where can you hear and feel the steady beat in music?

**Essential Understandings:** Through singing, gameplay, and movement, students will begin to understand how to hear and feel the steady beat in music. They will begin to build a repertoire of songs that will be used throughout this year and subsequent years as they build skill and understanding around musical concepts.

<i>ATTITUDES</i> <b>STUDENTS WILL BE...</b>	<i>SKILLS</i> <b>STUDENTS WILL BE ABLE TO...</b>
<ul style="list-style-type: none"> <li>● ensemble members</li> <li>● listeners</li> <li>● joyful</li> </ul>	<ul style="list-style-type: none"> <li>● begin to show the beat (duple) in a musical recording</li> <li>● begin to show the steady beat while singing</li> <li>● identify songs with visual representations</li> </ul>
<i>KNOWLEDGE</i> <b>STUDENTS WILL KNOW...</b>	
<ul style="list-style-type: none"> <li>● Vocabulary: steady beat, instrument, loud/soft</li> <li>● Instruments: Instruments: rhythm sticks, tambourine, maracas, cowbell, woodblock, tone blocks, hand drum</li> </ul>	

**Unit 2: Musical Opposites****Timeframe: 12 weeks****Essential Question:** How are opposites used in music?**Essential Understandings:** Students will understand that there are opposites in music and that these opposites can help music sound communicate an idea, feeling, or story to the listener. They will understand the differences between their “five voices” and use them appropriately in the music classroom. Students will continue to get more confident in their singing and more consistent in showing the beat while listening and/or singing. Students will continue to build their repertoire of songs and recognize multiple songs with visual or aural cues.

<i>ATTITUDES</i> <b>STUDENTS WILL BE...</b>	<i>SKILLS</i> <b>STUDENTS WILL BE ABLE TO...</b>
<ul style="list-style-type: none"> <li>● ensemble members</li> <li>● listeners</li> <li>● joyful</li> </ul>	<ul style="list-style-type: none"> <li>● identify and demonstrate musical opposites: fast/slow, loud/soft, high/low and up/down</li> <li>● show their five voices; begin to explain the differences</li> <li>● perform appropriately on select classroom instruments</li> <li>● identify songs with visual representations and songs sung on a neutral syllable by the teacher</li> </ul>
<p data-bbox="370 730 516 756" style="text-align: center;"><i>KNOWLEDGE</i></p> <p data-bbox="277 764 613 793" style="text-align: center;"><b>STUDENTS WILL KNOW...</b></p> <ul style="list-style-type: none"> <li>● Vocabulary: five voices, opposites, loud/soft, high/low, up/down, same/different, fast/slow</li> <li>● Voices: singing, speaking, whisper, calling/shouting, thinking</li> <li>● Instruments: rhythm sticks, tambourine, maracas, cowbell, woodblock, tone blocks, hand drum; barred instruments: glockenspiel and metallophone</li> </ul>	

**Unit 3: Tuneful Singing****Timeframe: 12 weeks****Essential Question:** How do you respond to music?**Essential Understandings:** Students will understand that they are musicians and can sing, play instruments, and even make up their own music as they improvise musical responses. They will be able to sing a range of songs that will serve as background knowledge as they prepare to begin to become musically literate in first grade. They will also begin to notice the rhythm of a song and how it can be the same or different from the steady beat.

<i>ATTITUDES</i> <b>STUDENTS WILL BE...</b>	<i>SKILLS</i> <b>STUDENTS WILL BE ABLE TO...</b>
<ul style="list-style-type: none"> <li>● ensemble members</li> <li>● listeners</li> <li>● joyful</li> </ul>	<ul style="list-style-type: none"> <li>● perform action/instrument at a specific point (and/or on the beat) in a song</li> <li>● sing and gameplay using responsorial songs</li> <li>● explore/improvise within musical form</li> </ul>
<i>KNOWLEDGE</i> <b>STUDENTS WILL KNOW...</b>	
<ul style="list-style-type: none"> <li>● Vocabulary: musician: performer (ensemble member), listener (audience member), tunefully</li> <li>● Instruments: Instruments: rhythm sticks, tambourine, maracas, cowbell, woodblock, tone blocks, hand drum; barred instruments: glockenspiel and metallophone</li> </ul>	

<b>Kindergarten Music Illinois Arts Learning Standards</b>	
<b>Creating</b>	<b>Performing</b>
<ul style="list-style-type: none"> <li>● With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose. (MU:Cr1.1.K)</li> <li>● With guidance, demonstrate and choose favorite musical ideas. (MU:Cr2.1.K)</li> <li>● With guidance, apply personal, peer, or teacher feedback in refining personal musical ideas. (MU:Cr3.1.K)</li> <li>● With limited guidance, demonstrate a final version of personal musical ideas to peers. (MU:Cr3.2.K)</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance, demonstrate and state personal interest in varied musical selections. (MU:Pr4.1.K)</li> <li>● With guidance, explore and demonstrate awareness of musical contrasts (for example, high/low, loud/soft, same/different) in a variety of music selected for performance. (MU:Pr4.2.K)</li> <li>● With guidance, demonstrate awareness of expressive qualities (for example, voice quality, dynamics, tempo) that support the performers' expressive intent. (MU:Pr4.3.K)</li> <li>● With guidance, apply personal, teacher, and peer feedback to refine performances. (MU:Pr5.1.K)</li> <li>● With guidance, perform music with expression. (MU:Pr6.1a.K)</li> <li>● Perform appropriately for the audience. (MU:Pr6.1b.K)</li> </ul>
<b>Responding</b>	<b>Connecting</b>
<ul style="list-style-type: none"> <li>● With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. (MU:Re7.1.K)</li> <li>● With guidance, demonstrate how a specific music concept (for example, beat, melodic direction) is used in music. (MU:Re7.2.K)</li> <li>● With guidance, demonstrate awareness of expressive qualities (for example, dynamics, tempo) that reflect performers' expressive intent. (MU:Re8.1.K)</li> <li>● With guidance, apply personal and expressive preferences in the evaluation of music. (MU:Re9.1.K)</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate. (MU:Cn10.0.K)</li> <li>● Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate. (MU:Cn11.0.K)</li> </ul>