

Early Education Center Kindergarten Music Syllabus

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Course Description

The Kindergarten Music Class will introduce students to the world of singing, dancing, movement, rhythm, listening, and connecting through music.

Music Program Philosophy

Music education in the Fairview Park City Schools seeks to provide experiences so the individual student may develop into a complete person capable of feeling and/or expressing emotion through music. These experiences should enable the learner to distinguish between various quality levels of musical encounters, learn the necessary ingredients of both individual effort and teamwork, and begin a worthwhile life skill that can contribute to society in a responsible manner.

The Fairview Park Students will be creating, innovating, investigating, collaborating, communicating, problem solving, leading, reflecting, and serving through music in alignment with the district's vision and mission, *The Fairview Advantage*.

Program Goals

- Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music.
- Recognize the use of music for various purposes by performers and listeners in a variety of cultures.
- Create music in simple forms to be performed with dance, drama or in response to a work of visual art.
- Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.
- Form and express opinions about music they hear in formal and informal live and recorded performances.

Learning Targets	Performance Tasks
Identify Fast/Slow	<ol style="list-style-type: none">Sing known songs using a steady tempo. Gradually change tempo (accel. and rit.) with cues.Listen to recordings that have steady tempos and changing tempos.Move around the room with tempos

<p>Identify Loud/Soft.</p> <p>Identify High/Low.</p> <p>Identify Long/Short.</p> <p>Identify Smooth/Jerky.</p>	<p>that increase or decrease in speed.</p> <ol style="list-style-type: none"> a. Sing songs using loud voice and soft voice. b. Respond to cues to sing loud and soft. c. Listen to recording of music and stand/loud and sit/soft. <ol style="list-style-type: none"> a. Sing using glissando high and low. (Siren sounds). b. Using Orff instruments relate high to small bars, low to large bars. <ol style="list-style-type: none"> a. Sing songs using long and short notes. b. Read long/short patterns. c. Create long/short patterns w/popsicle sticks, worksheets. <ol style="list-style-type: none"> a. Sing songs that are smooth and jerky (legato and staccato). b. Listen and identify legato and staccato passages of music.
<p>Keeping a steady beat.</p> <p>Create rhythm patterns.</p>	<ol style="list-style-type: none"> a. Tap heart beats to known songs. b. Move to the beat of known songs. c. Relate steady beat to heart beat. <ol style="list-style-type: none"> a. Popsicle Sticks with “Ta”, “Ti - Ti”, “Shh”. b. Tap or clap patterns.
<p>Listen to music of various and contrasting styles.</p> <p>Listen to music from various composers and time periods.</p> <p>Listen to music from various cultures.</p>	<ol style="list-style-type: none"> a. Slow/fast b. Loud/soft c. Vocal/instrumental d. Different genres (Art music/commercial) <ol style="list-style-type: none"> a. Discuss process of composing. b. Introduce composers. c. Compare composer styles. <ol style="list-style-type: none"> a. Listen to multicultural music. b. Discuss differences from music we are used to.
<p>Explore musical sounds.</p>	<ol style="list-style-type: none"> a. Listen to different sounds of wind, brass and percussion instruments.

	<ul style="list-style-type: none"> b. Listen to different singers voices. c. Visually identify instruments by showing pictures. d. Identify instruments and voices by listening to recordings or performance of instruments.
Classroom instruments.	<ul style="list-style-type: none"> a. Woodblocks b. Shakers c. Rhythms sticks d. Xylophones e. Drums
Attend performances.	<ul style="list-style-type: none"> a. School assemblies. b. Professional performances.
Identify musicians.	<ul style="list-style-type: none"> a. Discuss roles of composers, conductors and performers. b. Compose simple pieces. c. Perform their piece for the class.
Discuss connection between music and art.	<ul style="list-style-type: none"> a. Draw pictures to depict meaning of songs. b. Draw a line to depict a melody.
Demonstrate Fast/Slow.	<ul style="list-style-type: none"> a. Sing known songs using a steady tempo. Gradually change tempo (accel. and rit.) with cues. b. Listen to recordings that have steady tempos and changing tempos. c. Move around the room with tempos that increase or decrease in speed.
Demonstrate Loud/Soft.	<ul style="list-style-type: none"> a. Sing songs using loud voice and soft voice. b. Respond to cues to sing loud and soft. c. Listen to recording of music and stand/loud and sit/soft.
Demonstrate High/Low.	<ul style="list-style-type: none"> a. Sing using glissando high and low (Siren sounds). b. Using Orff instruments relate high to small bars, low to large bars.
Demonstrate Long/Short.	<ul style="list-style-type: none"> a. Sing songs using long and short notes. b. Read long/short patterns. c. Create long/short patterns

<p>Demonstrate Smooth/Jerky.</p>	<p>w/popsicle sticks, worksheets.</p> <ol style="list-style-type: none"> Sing songs that are smooth and jerky (legato and staccato). Listen and identify legato and staccato passages of music.
<p>Keeping a steady beat.</p> <p>Create rhythm patterns.</p>	<ol style="list-style-type: none"> Tap heart beats to known songs. Move to the beat of known songs. Relate steady beat to heart beat. Popsicle Sticks with “Ta”, “Ti - Ti”, “Shh”. Tap or clap patterns.
<p>Listen to music of various and contrasting styles.</p> <p>Listen to music from various composers and time periods.</p> <p>Listen to music from various cultures.</p>	<ol style="list-style-type: none"> Slow/fast Loud/soft Vocal/instrumental Different genres (Art music/commercial) Discuss process of composing. Introduce composers. Compare composer styles. Listen to multicultural music. Discuss differences from music we are used to.
<p>Create musical sounds.</p>	<ol style="list-style-type: none"> Listen to different sounds of wind, brass and percussion instruments. Listen to different singers voices. Visually identify instruments by showing pictures. Identify instruments and voices by listening to recordings or performance of instruments.
<p>Play classroom instruments.</p>	<ol style="list-style-type: none"> Woodblocks Shakers Rhythms sticks Xylophones Drums
<p>Attend performances. Discuss proper behavior for different activities (sporting events, concerts, assemblies, church).</p>	<ol style="list-style-type: none"> Demonstrate examples of proper behavior at different events. Demonstrate proper behavior at school assemblies and professional performances.

<p>Discuss connection between music and art.</p>	<ul style="list-style-type: none"> a. Draw pictures to depict meaning of songs. b. Draw a line to depict a melody.
<p>Listen to a variety of songs.</p> <p>Discuss the songs and their similarities and differences.</p> <p>Explain how music can be used for different social and ceremonial occasions in many different cultures.</p>	<ul style="list-style-type: none"> a. Listen to music of various world cultures and composers. a. Describe the instruments or types of voices used in various compositions. b. Identify same and different musical elements. a. Attend a live performance. b. Listen to a recorded performance.
<p>Listening to, identifying and creating a wide variety of sounds and sound effects with classroom instruments, and vocal exploration to include objects in the environment.</p>	<ul style="list-style-type: none"> a. Explore the sounds of classroom instruments. b. Use vocal exploration to demonstrate vocal range and different sounds and sound effects. c. Use children’s literature to explore how sounds and music help to tell the story. d. Create sound stories. e. Describe environmental sounds. f. Take a “listening” walk and record the sounds heard. g. Create a story that describes daily activities. h. Identify sounds that could accompany the story.
<p>Compare and contrast steady beat and rhythm.</p>	<ul style="list-style-type: none"> a. Identify and perform steady beat and rhythmic patterns. b. Demonstrate understanding of same and different phrases through movement (rhythmic qualities). c. Listen to and keep the steady beat to various musical selections. d. Tap steady beat icons with correct direction and also tap and follow icons with the rhythm of the words.
<p>Identifying the elements of music by using developmentally appropriate music vocabulary – connect with synonymous concepts in other arts and content areas.</p>	<ul style="list-style-type: none"> a. Compare a musical selection to a single content area: math, language arts, social studies, science, art, dance and drama. b. Attend a live performance or view a

<p>Identifying other content areas that connect to music and arts areas.</p>	<p>recorded performance.</p> <ol style="list-style-type: none"> a. Discuss how the aspects of the performance are related to other content areas. b. Compare the element of musical form to literature, poetry and writing.
<p>Define the term “musician”. Identifying different musicians based on their musical roles. Identifying the societal use of various musical examples for specific purposes or occasions.</p>	<ol style="list-style-type: none"> a. Prepare a list of special events at school. Determine what music could be used at each event. b. Identify and label various styles of music for special occasions: procession, parade, patriotic events, sporting events, various celebrations in the United States. c. Observe or attend a live performance. d. Draw a picture of a musical event. Label the type of music used. Discuss why that type of music was used.
<p>Identify how different pieces of music can evoke different emotional responses.</p>	<ol style="list-style-type: none"> a. Play recordings of various musical selections that evoke various images, moods or feelings. b. Document feelings as a class. Draw a picture and label appropriately. c. Dramatize and act out a scene from an age-appropriate musical story. Document the scene in a drawing. Label the feeling created by the music.
<p>Discuss how each musical selection has unique characteristics that influence personal, individual responses.</p>	<ol style="list-style-type: none"> a. Analyze and discuss their performances. b. Respond to instrumental and vocal music in many styles and genres. Keep a learning log of responses (e.g., pictures and anecdotes).

Evaluation

Assessment will be balanced with different types of assessment for various purposes to ensure that the written, taught and tested curricula are aligned. Diagnostic assessment will occur prior to instruction and will be used to determine students’ strengths and weaknesses in a particular area in order to place them into appropriate levels of

instruction and/or to differentiate instruction accordingly. Formative assessment will occur during the learning process and will be used to monitor students' progress toward meeting instructional objectives and goals. These formative assessment results will aid teachers in making instructional decisions for intervention, enrichment and lesson improvements. Summative assessment will occur after an instructional sequence to determine the extent to which students have met their instructional goals or objectives. These assessments will also enable teachers to communicate results and level of mastery to students, parents and other members of the school community. These results will also be used to evaluate and improve the effectiveness of instructional activities and assessment measures as well as the overall curriculum.

These multiple means of assessment might include paper-and-pencil tests, portfolios, open-ended questions, performance-based assessments, individual and group projects, extended reading and writing experiences that include rough drafts and revisions, teacher observations, self- and peer-assessment and conferencing. Assessments will be based on clearly stated expectations, criteria and standards for rating.

Specific forms of evaluation may include, but are not limited to:

- Formal and informal observation
- Visual Displays
- In-Class performances

Course Resources

Music used throughout the year will include pedagogical repertoire from various composers and publishers.