



Park Hill School District

Building Successful Futures • Each Student • Every Day

Kindergarten Music Curriculum

Course Description: The Park Hill K-5 music program was developed collaboratively and built on both state and national standards. The K-5 music program provides students with a continuum of essential knowledge and skills incrementally increasing in depth and rigor. Students will develop knowledge and skills related to the elements of music, the principles of performance, the connection of music to history and culture, as well as music's many interdisciplinary connections.

Every effort has been made to ensure that sample lessons referenced in this document support culturally responsive education in an effort to promote inclusivity and belonging for all students. As part of a society that is constantly evolving and changing, we recognize that new information does at times become available about the origins of songs. We commit to engaging in purposeful learning and conversations as we create a culture of accountability by learning from and addressing our mistakes. Resources should continue to be evaluated to ensure that all materials are consistent with Park Hill's core value of Equity and aligned with the Diversity, Equity, Inclusion, and Belonging (DEIB) drivers and narratives as we continue to build a more inclusive Park Hill community.

Resource Acronyms

SOM: *Spotlight on Music* (2008) by Macmillian/McGraw-Hill

EEMC: *Essential Elements Music Class* (subscription web-based resource)

MPO: *MusicPlay Online* (subscription web-based resource)

GP: *GAMEPLAN* (2014) by KidSounds

Scope and Sequence

Time Frame	Unit	Instructional Topics
One Quarter	Emerging Grade-Level Skills	Topic 1: Rhythm Topic 2: Melody Topic 3: Form Topic 4: Timbre
One Quarter	Intermediate Grade-Level Skills	Topic 1: Rhythm Topic 2: Form Topic 3: Timbre
One Quarter	Advanced Grade-Level Skills	Topic 1: Rhythm Topic 2: Timbre Topic 3: Expressive Qualities
One Quarter	Performance Skills	Topic 1: Vocal/Instrumental Performance Skills Topic 2: Performance Etiquette

Emerging Grade-Level Skills

Subject: Music

Grade: Kindergarten

Name of Unit: Emerging Grade-Level Skills

Length of Unit: One Quarter

Overview of Unit: In this unit, students will demonstrate competency of steady beat, use of iconic notation to show short and long sounds, differentiate between high and low sounds, distinguish between same and different sections of music, and identify various unpitched percussion instruments.

Priority Standards for Unit

- **MU: Cr1A.Ka** With guidance, explore and experience music concepts (such as beat and melodic contour).
- **MU: Cr2A.Kb** With guidance, organize personal musical ideas using iconic notation and/or recording technology
- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
- **MU: Pr4C.Ka** With guidance, demonstrate awareness of expressive qualities (i.e. voice quality, dynamics, and tempo) that support the creators' expressive intent.

Supporting Standards for Unit

- **MU: Cr1A.Kb** With guidance, generate musical ideas (such as movements or motives).

Elements of Music

- **Rhythm:** Steady Beat, Iconic Notation
- **Melody:** High/Low
- **Harmony:** N/A
- **Form:** Same/Different
- **Timbre:** Unpitched Percussion
- **Expressive Qualities:** N/A

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Musical concepts (i.e. beat and melodic contour)	Explore/Experience	Understand	1
Personal musical ideas using iconic notation and/or recording technology	Organize	Analyze	4
Musical contrasts (i.e. high/low, loud/soft, same/different)	Explore	Understand	1
Musical contrasts (i.e. high/low, loud/soft, same/different)	Demonstrate	Compare	2
Awareness of expressive qualities (i.e. voice quality, dynamics, and tempo) that support the creators' expressive intent.	Demonstrate	Understand	1

Essential Questions

1. How can you show a steady beat?
2. How can you show long and short sounds using iconic notation?
3. How can you differentiate between high and low sounds?
4. How can you identify what is the same and/or what is different in musical selections?
5. How do various unpitched percussion instruments produce different sounds?

Enduring Understanding/Big Ideas

1. The student could use body percussion (snap, clap, pat, stomp, etc.), movement, and/or instruments to demonstrate the steady beat.
2. The student could use long and short lines to demonstrate different lengths of notation.

3. The student can use body movements, manipulatives and instruments to compare and contrast high and low sounds.
4. The student can demonstrate through movement what is the same and/or different when listening to examples of music.
5. The student can describe the difference in sound qualities of various unpitched percussion instruments such as woods, metals, and skins.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
Same Different Short Long	Beat Short Long Note Rest High Low Instrument

Topic 1: Rhythm

Engaging Experience 1

Learning Objective: Students will learn how to keep a steady beat through movement.

Suggested Length of Time: 10 minutes

Standards Addressed:

Priority:

- **MU: Cr1A.Ka** With guidance, explore and experience music concepts (such as **beat** and melodic contour).
- **MU: Cr2A.Kb** With guidance, organize personal musical ideas using iconic notation and/or recording technology

Supporting:

- **MU: Cr1A.Kb** With guidance, generate musical ideas (such as movements or motives).

Detailed Description/Instructions:

One way to do this is to have students recite the nursery rhyme “One Potato, Two Potato, Three Potato, Four.” Model the rhyme for students first. Have students practice keeping a beat by patting on their legs as they say the rhyme. Assign partners and have students practice the rhyme pounding one first on top of the other (alternating hands) while saying each number. Transition to rhythmic percussion instruments where students play the numbers on instruments to demonstrate the beat. Discuss the difference between beat and rhythm. Ask students to demonstrate the rhythm of the rhyme by clapping it.

Extension: Put students into groups and have them choose a food from a list (or pictures). With their group, they can choose non-pitched/pitched instruments and create their own rhyme (e.g., one chip, two chip or one chocolate, two chocolate...). Model how they can make different choices (e.g., each student could play on a certain number, they could all play at the same time on same or different instruments, some kids could play on the number and some on the food, etc.). After they have had time to practice, ask the groups to perform their rhythm for the class while the teacher keeps the steady beat. Discuss how those rhythms can be shown with notation (popsicle sticks). Ask students to notate their rhythms (ta, ti-ti).

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Melody

Engaging Experience 1

Learning Objective: Students will differentiate between high and low sounds

Suggested Length of Time: 10 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

Supporting:

- **MU: Cr1A.Kb** With guidance, generate musical ideas (such as movements or motives).

Detailed Description/Instructions:

One way to do this is to introduce the concept of high and low by modeling sounds with his/her voice and instruments. Students can try to make their voice sound like a siren by sliding up to the highest pitches they can and sliding down to the lowest pitches they can. When students hear a high sound, they can stand up and raise their hands above their head. When students hear a low sound, they can put their hands down and sit down. A teacher can also put a picture of a tree on the board (see *GP Kindergarten* Visuals SmartNotebook/PowerPoint slides for manipulative) and students can drag leaves to it when they hear high sounds or place leaves on the ground around the tree when they hear low sounds.

Extension: Encourage students to explore pitched percussion instruments such as xylophones, metallophones, glockenspiels, and boomwhackers to predict the correlation between size of a bar/object and its relationship to pitch (e.g., longer bars create a lower sound, larger bars create a lower sound, etc.).

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Form

Engaging Experience 1

Learning Objective: Students will learn to distinguish between same and different sections of music.

Suggested Length of Time: 10 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

Supporting:

- **MU: Cr1A.Kb** With guidance, generate musical ideas (such as movements or motives).

Detailed Description/Instructions:

One way to do this is to play the listening example of “The Wild Horseman” by Robert Schumann from *Album Für Die Jugend*. Teacher will play the example again, this time pointing to each part on the visual example (found in *GP Kindergarten Chart #3*, Appendix A). Ask the students the following question: “what section sounds different?”. Play the recording again and have the students perform movements that are the same in the first two sections, and perform a different movement for third section, and return to the original movement for the final section. For example: Part A - Group 1 gallops, Part B - Group 2 gallops. Another option is: Part A - whole class gallops around the room, Part B - one person gallops around the room alone.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 4: Timbre

Engaging Experience 1

Learning Objective: Students will be able to explore unpitched percussion instruments made of contrasting materials (e.g., woods, metals, and skins) with the purpose of identifying them.

Suggested Length of Time: 10 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of musical contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

- **MU: Pr4C.Ka** With guidance, demonstrate awareness of expressive qualities (i.e. voice quality, dynamics, and tempo) that support the creators’ expressive intent.

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to begin by singing the melody “Listen to Them Play” found in *GP Kindergarten*, p. 52. Teacher sings one phrase and students echo to learn the melody. Add body percussion. Practice singing the melody and have the students play a steady beat along with the song. Repeat using different unpitched instruments. Discuss how metal instruments such as the triangle and finger cymbals make long sounds and other instruments such as the woodblock make short sounds. Another way to do this would be to use the song “Percussion Relay” from *EEMC*.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario

Classroom Performance

Students will demonstrate their level of mastery of the elements of music in various ways, for example: Singing, playing instruments, movement, manipulatives, and body percussion.

Summary of Engaging Learning Experiences for Topics

Topic	Learning Objective	Description	Suggested Length of Time
Rhythm	Students will learn how to keep a steady beat through movement	One way to do this is to have students recite the nursery rhyme “One Potato, Two Potato, Three Potato, Four.” Model the rhyme for students first. Have students practice keeping a beat by patting on their legs as they say the rhyme. Assign partners and have students practice the rhyme pounding one first on top of the other (alternating hands) while saying each number. Transition to rhythmic percussion instruments where students play the numbers on instruments to	50 minutes

		demonstrate the beat. Discuss the difference between beat and rhythm. Ask students to demonstrate the rhythm of the rhyme by clapping it. Extension: Put students into groups and have them choose a food from a list (or pictures). With their group, they can choose non-pitched/pitched instruments and create their own rhyme (e.g., one chip, two chip or one chocolate, two chocolate...). Model how they can make different choices (e.g., each student could play on a certain number, they could all play at the same time on same or different instruments, some kids could play on the number and some on the food, etc.). After they have had time to practice, ask the groups to perform their rhythm for the class while the teacher keeps the steady beat. Discuss how those rhythms can be shown with notation (popsicle sticks). Ask students to notate their rhythms (ta, ti-ti).	
Melody	Students will differentiate between high and low sounds	One way to do this is to introduce the concept of high and low by modeling sounds with his/her voice and instruments. Students can try to make their voice sound like a siren by sliding up to the highest pitches they can and sliding down to the lowest pitches they can. When students hear a high sound, they can stand up and raise their hands above their head. When students hear a low sound, they can put their hands down and sit down. A teacher can also put a picture of a tree on the board (see <i>GP Kindergarten Visuals SmartNotebook/PowerPoint slides for manipulative</i>) and students can drag leaves to it when they hear high sounds or place leaves on the ground around the tree when they hear low sounds. Extension: Encourage students to explore pitched percussion instruments such as xylophones, metallophones, glockenspiels, and boomwhackers to predict the correlation between size of a bar/object and its relationship to pitch (e.g., longer bars create a lower sound, larger bars create a lower sound, etc.).	10 minutes
Form	Students will learn to	One way to do this is to play the listening example of “The Wild Horseman” by Robert Schumann from	10 minutes

	distinguish between same and different sections of music.	<i>Album Für Die Jugend</i> . Teacher will play the example again, this time pointing to each part on the visual example (found in <i>GP Kindergarten</i> Chart #3, Appendix A). Ask the students the following question: “what section sounds different?”. Play the recording again and have the students perform movements that are the same in the first two sections, and perform a different movement for third section, and return to the original movement for the final section. For example: Part A - Group 1 gallops, Part B - Group 2 gallops. Another option is: Part A - whole class gallops around the room, Part B - one person gallops around the room alone.	
Timbre	Students will be able to explore unpitched percussion instruments made of contrasting materials, i.e. woods, metals, skins with the purpose of identifying them.	One way to do this is to begin by singing the melody “Listen to Them Play” found in <i>GP Kindergarten</i> , p. 52. Teacher sings one phrase and students echo to learn the melody. Add body percussion. Practice singing the melody and have the students play a steady beat along with the song. Repeat using different unpitched instruments. Discuss how metal instruments such as the triangle and finger cymbals make long sounds and other instruments such as the woodblock make short sounds. Another way to do this would be to use the song “Percussion Relay” from <i>EEMC</i> .	10 minutes

Intermediate Grade-Level Skills

Subject: Music

Grade: Kindergarten

Name of Unit: Intermediate Grade-Level Skills

Length of Unit: One Quarter

Overview of Unit: In this unit, students will demonstrate competency of steady beat, use of iconic notation to show short and long sounds, differentiate between high and low sounds, distinguish between same and different sections of music, and identify various unpitched percussion instruments. In addition to those skills, students will also work to echo rhythmic patterns with long and short sounds, and identify different ways to use their voices

Priority Standards for Unit

- **MU: Cr1A.Ka** With guidance, explore and experience music concepts (such as beat and melodic contour).
- **MU: Cr2A.Kb** With guidance, organize personal musical ideas using iconic notation and/or recording technology
- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
- **MU: Pr4C.Ka** With guidance, demonstrate awareness of expressive qualities (i.e. voice quality, dynamics, and tempo) that support the creators' expressive intent.
- **MU: Re7B.Ka** With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Supporting Standards for Unit

- **MU: Cr1A.Kb** With guidance, generate musical ideas (such as movement or motive).
- **MU: Cr2A.Ka** With guidance, demonstrate and choose favorite musical ideas.
- **MU: Re7A.Ka** With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
- **MU: Cn11A.Ka** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Elements of Music

- **Rhythm:** Beat, Long & Short Rhythmic Patterns
- **Melody:** N/A
- **Form:** Same/Different
- **Timbre:** Voice Choice
- **Expressive Qualities:** N/A

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Musical concepts (i.e. beat and melodic contour)	Explore/Experience	Understand	1
Personal musical ideas using iconic notation and/or recording technology	Organize	Analyze	4
Musical contrasts (i.e. high/low, loud/soft, same/different)	Explore	Understand	1
Musical contrasts (i.e. high/low, loud/soft, same/different)	Demonstrate	Compare	2

Awareness of expressive qualities (i.e. voice quality, dynamics, and tempo) that support the creators' expressive intent.	Demonstrate	Understand	1
A specific musical concept (i.e. beat or melodic direction) is used in music.	Demonstrate	Understand	1

Essential Questions

1. How can the student use their body to express steady beat?
2. How can the student identify and organize long and short sounds?
3. How can the student use different voice choices to change the purpose of a song?

Enduring Understanding/Big Ideas

1. The student can show steady beat by patting the steady pulse on their legs.
2. The student can demonstrate long/short sounds using body percussion and using pictures for express long and short sounds.
3. The student can use their speaking, singing, whispering, and shouting voices to express different moods in a song.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
Same Different Short Long	Beat Short Long Note Rest High Low Instrument

Topic 1: Rhythm

Engaging Experience 1

Learning Objective: Students will learn how to echo simple rhythms including long and short sounds.

Suggested Length of Time: 10 minutes

Standards Addressed:

Priority:

- **MU: Cr1A.Ka** With guidance, explore and experience music concepts (such as **beat** and melodic contour).

- **MU: Cr2A.Kb** With guidance, organize personal musical ideas using iconic notation and/or recording technology
- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
- **MU:Re7B.Ka** With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Supporting: N/A

Detailed Description/Instructions:

One way to do this is the “Clap Your First Name” activity found in *GP Kindergarten*, p. 6, which introduces the recognition of syllables and long/short sounds. In a seated circle, each student speaks their name while clapping their hands to the number of syllables in their name. This continues until each student has a turn.

Extension: Have students stand and repeat activity, but play your name on a hand drum or other percussion instrument to represent the long/short sounds. After playing your name, students need to figure out how many times they played their name. Students can then use cards with boxes on them to show how their name could be represented through pictures (squares for short sounds and longer rectangles for long sounds). Each student would add as many pictures as they needed to represent how many sounds their name contains.

Online Extension: Students can use the game “Trivia Wheel” found on *MPO*. Students (or class) can be divided into teams. Each student (or team) will push the play button. This will reveal two cards with different numbers of syllables (rhythms). Students must answer the questions about how many syllables are in the various vegetable words. Play can rotate back and forth until both teams have completed the activity.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 2

Learning Objective: Students will be able to echo short rhythmic patterns on instruments and/or body percussion

Suggested Length of Time: 10 minutes

Standards Addressed:

Priority:

- **MU: Cr1A.Ka** With guidance, explore and experience music concepts (such as **beat** and melodic contour).
- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of music contrasts (i.e. high/low, loud/soft, same/different) in a variety of music selected for performance.
- **MU:Re7B.Ka** With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to teach students the song “Follow Me” found in *GP Kindergarten*. Teach all 5 verses with movements. The song is additive with each new verse having the student sing the previous verses in reverse order.

Example:

Can you follow me? It's always one, two, three.

Stomp your feet (♩), pat your knees (♩),

Clap your hands (♩), It's easy as can be!

Extension: Students can create additional verses incorporating other body movements.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Form

Engaging Experience 1

Learning Objective: Students will be able to use their bodies to demonstrate contrasting areas of music.

Suggested Length of Time: 20 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

Supporting:

- **MU: Cr1A.Kb** With guidance, generate musical ideas (such as movement or motive).
- **MU:Cr2A.Ka** With guidance, demonstrate and choose favorite musical ideas.
- **MU:Re7A.Ka** With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
- **MU: Cn11A.Ka** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Detailed Description/Instructions:

One way to do this is to show students the “Skater’s Waltz” listening map from *SOM Grade 1*. Have the students listen for which parts of the song sound the same and which sound different. This piece has an ABA form (which means that the first and last section sound the same, with the middle one being different). Give each student a pair of paper plates. Students will ice skate around the room using different movements to show the different sections of the piece. For example: During the A sections, students will skate in a large circle around the room, with all

students moving in the same direction. During the B section, students will spin in place in small circles. **Another way to do this is** to ask students to use the videos and lesson from “Willowbee”, found on *MPO*. Students choose a partner and perform movements (A and B) sections.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 3: Timbre

Engaging Experience 1

Learning Objective: Students will use singing, speaking, whisper, and shouting voices.

Suggested Length of Time: 5-8 minutes

Standards Addressed:

Priority:

- **MU: Pr4C.Ka** With guidance, demonstrate awareness of expressive qualities (i.e. voice quality, dynamics, and tempo) that support the creators’ expressive intent.

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to teach students the rhyme “Criss Cross Applesauce” by rote. Have students echo the teacher using their speaking voices. After they have mastered being able to speak the poem, have students say the poem using their whisper voices, shouting voices, and singing voices (students can choose their own melody). Explain different areas in life that these voices would be appropriate to use and why. A resource that can be used to extend this activity is the song “This is My Singing Voice” from Shenanigans *There’s a Wombat In My Room* album, which helps students explore various ways to use your voice, while reinforcing using a singing voice. **Another way to do this is** to use the “This is my Speaking Voice” activity in *MPO*.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario

Classroom Performance

Students will demonstrate their level of mastery of the elements of music in various ways, for example: Singing, playing instruments, movement, manipulatives, and body percussion.

Summary of Engaging Learning Experiences for Topics

Topic	Learning Objective	Description	Suggested Length of Time
Rhythm	Students will learn how to echo simple rhythms including long and short sounds.	One way to do this is the “Clap Your First Name” activity found in <i>GP Kindergarten</i>, p. 6, which introduces the recognition of syllables and long/short sounds. In a seated circle, each student speaks their name while clapping their hands to the number of syllables in their name. This continues until each student has a turn. Extension: Have students stand and repeat activity, but play your name on a hand drum or other percussion instrument to represent the long/short sounds. After playing your name, students need to figure out how many times they played their name. Students can then use cards with boxes on them to show how their name could be represented through pictures (squares for short sounds and longer rectangles for long sounds). Each student would add as many pictures as they needed to represent how many sounds their name contains. Online Extension: Students can use the game “Trivia Wheel” found on <i>MPO</i>. Students (or class) can be divided into teams. Each student (or team) will push the play button. This will reveal two cards with different numbers of syllables (rhythms). Students must answer the questions about how many syllables are in the various vegetable words. Play can rotate back and forth until both teams have completed the activity.	10 minutes
Rhythm	Students will be able to echo short rhythmic patterns on instruments and/or body percussion	One way to do this is to teach students the song “Follow Me” found in <i>GP Kindergarten</i>. Teach all 5 verses with movements. The song is additive with each new verse having the student sing the previous verses in reverse order. Example:	10 minutes

		<i>Can you follow me? It's always one, two, three.</i> <i>Stomp your feet (♩), pat your knees (♩),</i> <i>Clap your hands (♩), It's easy as can be!</i> Extension: Students can create additional verses incorporating other body movements.	
Form	Students will be able to use their bodies to demonstrate contrasting areas of music.	One way to do this is to show students the “Skater’s Waltz” listening map from <i>SOM Grade 1</i>. Have the students listen for which parts of the song sound the same and which sound different. This piece has an ABA form (which means that the first and last section sound the same, with the middle one being different). Give each student a pair of paper plates. Students will ice skate around the room using different movements to show the different sections of the piece. For example: During the A sections, students will skate in a large circle around the room, with all students moving in the same direction. During the B section, students will spin in place in small circles. Another way to do this is to ask students to use the videos and lesson from “Willowbee”, found on <i>MPO</i>. Students choose a partner and perform movements (A and B) sections.	20 minutes
Timbre	Students will be able to use singing, speaking, whispering, and shouting voices	One way to do this is to teach students the rhyme “Criss Cross Applesauce” by rote. Have students echo the teacher using their speaking voices. After they have mastered being able to speak the poem, have students say the poem using their whisper voices, shouting voices, and singing voices (students can choose their own melody). Explain different areas in life that these voices would be appropriate to use and why. A resource that can be used to extend this activity is the song “This is My Singing Voice” from Shenanigans <i>There’s a Wombat In My Room</i> album, which helps students explore various ways to use your voice, while reinforcing using a singing voice. Another way to do this is to	10 minutes

		use the “This is my Speaking Voice” activity in <i>MPO</i> .	
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Advanced Grade-Level Skills

Subject: Music

Grade: Kindergarten

Name of Unit: Advanced Grade-Level Skills

Length of Unit: One Quarter

Overview of Unit: In this unit, students will demonstrate competency of steady beat, use iconic notation to show short and long sounds, echo rhythmic patterns with long and short sounds, differentiate between high and low sounds, distinguish between same and different sections of music, identify various unpitched percussion instruments, and identify different ways to use their voices. In addition to those skills, students will understand the difference between sound and silence (note and rest), identify different ways to use their voices, and differentiate between loud and quiet sounds.

Priority Standards for Unit

- **MU: Cr1A.Ka** With guidance, explore and experience music concepts (such as beat and melodic contour).
- **MU: Cr2A.Kb** With guidance, organize personal musical ideas using iconic notation and/or recording technology
- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of music contrasts (i.e. high/low, loud/soft, same/different) in a variety of music selected for performance.
- **MU: Pr4C.Ka** With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent
- **MU: Re7B.Ka** With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Supporting Standards for Unit

- **MU: Cr1A.Kb** With guidance, generate musical ideas (such as movement or motive).
- **MU: Cr3A.Ka** With guidance, apply personal, peer and teacher feedback in refining personal musical ideas.
- **MU: Cr3B.Ka** With guidance, demonstrate a final version of personal musical ideas to peers.
- **MU: Cn10A.Ka** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Elements of Music

- **Rhythm:** Sound/Silence
- **Melody:** N/A
- **Form:** N/A
- **Timbre:** Vocal Qualities
- **Expressive Qualities:** Loud/Quiet

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Musical concepts (i.e. beat and melodic contour)	Explore/Experience	Understand	1
Personal musical ideas using iconic notation and/or recording technology	Organize	Apply	2
Musical contrasts (i.e. high/low, loud/soft, same/different) in a variety of music selected for performance.	Explore	Recognize	1
Musical contrasts (i.e. high/low, loud/soft, same/different) in a variety of music selected for performance.	Demonstrate	Compare	2
Expressive qualities (i.e. voice quality, dynamics, and tempo) to support the creators' expressive intent.	Demonstrate	Compare	2
How a specific musical concept (i.e. beat or melodic direction) is used in music.	Demonstrate	Understand	2

Essential Questions

1. How can a note/rest show you how many sounds/silences to make per beat?
2. How can you differentiate between loud and quiet sounds?
3. How can you show different ways to use your voice?

Enduring Understanding/Big Ideas

1. Just as letters make up the text in a book, notes and represent the sounds and silences that will be heard in music.
2. The student can use body movements, manipulatives and instruments to compare and contrast loud and quiet sounds.

3. The student can use a singing, speaking, whisper and shouting voice.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
Same Different Short Long Loud Quiet	Beat Short Long Note Rest High Low Loud Quiet Singing Voice Instrument

Topic 1: Rhythm

Engaging Experience 1

Learning Objective: Students will learn the difference between notes and rests (sound and silence)

Suggested Length of Time: 5 minutes

Standards Addressed:

Priority:

- **MU: Cr1A.Ka** With guidance, explore and experience music concepts (such as **beat** and melodic contour).
- **MU: Cr2A.Kb** With guidance, organize personal musical ideas using iconic notation and/or recording technology
- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of music contrasts (i.e. high/low, loud/soft, same/different) in a variety of music selected for performance.
- **MU: Re7B.Ka** With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Supporting:

- **MU: Cr1A.Kb** With guidance, generate musical ideas (such as movement or motive).

Detailed Description/Instructions:

One way to do this is to introduce students to the song “Ten in the Bed” found in *MPO*. Teach students to sing the words to the song. Have students practice singing the words to the song while keeping the steady beat. The teacher will model clapping the rhythm to the words.

Demonstrate that there is an empty space after the words “roll over.” Inform students that this is a rest and have them practice marking the space with touching your shoulders or holding your hands out to mark the time. Explain that music is made up of sounds AND silences.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: Timbre

Engaging Experience 1

Learning Objective: Students will be able to identify different ways to use their voices.

Suggested Length of Time: 10 minutes

Standards Addressed:

Priority:

- **MU: Pr4C.Ka** With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to introduce or review traditional alphabet song. Present a chart with four vocal qualities: sing, speak, whisper, and shout. Discuss the four vocal qualities. Students sing the song while the teacher points to the corresponding picture on the chart. Differentiate between the other three voices, allowing students to experience each vocal quality. Choose a student to point to the picture on the chart while class performs. Repeat, choosing a new conductor. Visual aides with four vocal qualities can be found in the appendix of *GP Kindergarten* and *MPO*.

Extension: Students can learn the song “Whisper, Talk, Sing, Shout” found in *EEMC* to give students a chance to practice each of the voices and gives examples of appropriate settings for each voice quality.

Bloom’s Levels: Apply

Webb’s DOK: 1

Engaging Experience 2

Learning Objective: Students will use different levels of body percussion to create their own rhythmic composition.

Suggested Length of Time: 20 minutes

Standards Addressed:

Priority:

- **MU: Cr2A.Kb** With guidance, organize personal musical ideas using iconic notation and/or recording technology

- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of music contrasts (i.e. high/low, loud/soft, same/different) in a variety of music selected for performance.

Supporting:

- **MU: Cr1A.Kb** With guidance, generate musical ideas (such as movement or motive).
- **MU:Cr3A.Ka** With guidance, apply personal, peer and teacher feedback in refining personal musical ideas.
- **MU: Cr3B.Ka** With guidance, demonstrate a final version of personal musical ideas to peers.
- **MU: Cn10A.Ka** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions:

One way to do this is to refresh body percussion levels of snapping, clapping, patting and stomping. Give students cards with pictures of the different levels. Some of the cards will have a single body percussion sound (representing 1 sound per beat/quarter note rhythms), some cards will have two body percussion sounds (representing 2 sounds per beat/eighth note pair rhythms), or no body percussion sound (representing 0 sounds per beat/quarter rest rhythms). Have the students work in pairs to create their own musical phrases using 4, 8, or 16 of the cards. Have the students perform their works and discuss what changes they would like to make based upon their discussion of their work. Perform the final product in pairs for the class.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Expressive Qualities

Engaging Experience 1

Learning Objective: Students will learn to differentiate between quiet and loud sounds.

Suggested Length of Time: 20 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.Ka** With guidance, explore and demonstrate awareness of music contrasts (i.e. high/low, loud/soft, same/different) in a variety of music selected for performance.
- **MU: Pr4C.Ka** With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.
- **MU: Re8A.Ka** With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Detailed Description/Instructions:

One way to do this is to teach the students how to sing the folk song, “Black Snake.”

Demonstrate how to sing the song quietly while still using a singing voice; have the students practice this. Demonstrate how to sing the song loudly without using a shouting voice and have students practice. Turn one student around or send them right outside the room. Have a student hide the snake while all other students watch to see where it is hiding. Have the student turn back around to face the class or come back inside. Have the student walk around the room. Have students sing louder when the student is closer to the snake and have them sing quieter when he is farther away from the snake until the student finds it. Give all students a chance to hide and find the snake if time allows.

Extension: Add Orff accompaniment to “Black Snake”, found at *MPO*. Teach each part on voice and/or body percussion, then transfer to Orff instruments.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario

Classroom Performance

Students will demonstrate their level of mastery of the elements of music in various ways, for example: Singing, playing instruments, movement, manipulatives, and body percussion.

Summary of Engaging Learning Experiences for Topics

Topic	Learning Objective	Description	Suggested Length of Time
Rhythm	Students will learn the difference between notes and rests (sound and silence)	One way to do this is to introduce students to the song “Ten in the Bed” found in <i>MPO</i> . Teach students to sing the words to the song. Have students practice singing the words to the song while keeping the steady beat. The teacher will model clapping the rhythm to the words. Demonstrate that there is an empty space after the words “roll over.” Inform students that this is a rest and have them practice marking the space with touching your shoulders or holding your hands out to mark the	5 minutes

		time. Explain that music is made up of sounds AND silences.	
Timbre	Students will be able to identify different ways to use their voices.	One way to do this is to introduce or review traditional alphabet song. Present a chart with four vocal qualities: sing, speak, whisper, and shout. Discuss the four vocal qualities. Students sing the song while the teacher points to the corresponding picture on the chart. Differentiate between the other three voices, allowing students to experience each vocal quality. Choose a student to point to the picture on the chart while class performs. Repeat, choosing a new conductor. Visual aides with four vocal qualities can be found in the appendix of <i>GP Kindergarten</i> and <i>MPO</i>. Extension: Students can learn the song “Whisper, Talk, Sing, Shout” found in <i>EEMC</i> to give students a chance to practice each of the voices and gives examples of appropriate settings for each voice quality.	10 minutes
Timbre	Students will use different levels of body percussion to create their own rhythmic composition.	One way to do this is to refresh body percussion levels of snapping, clapping, patting and stomping. Give students cards with pictures of the different levels. Some of the cards will have a single body percussion sound (representing 1 sound per beat/quarter note rhythms), some cards will have two body percussion sounds (representing 2 sounds per beat/eighth note pair rhythms), or no body percussion sound (representing 0 sounds per beat/quarter rest rhythms). Have the students work in pairs to create their own musical phrases using 4, 8, or 16 of the cards. Have the students perform their works and discuss what changes they would like to make based upon their discussion of their work. Perform the final product in pairs for the class.	20 minutes
Expressive Qualities	Students will learn to differentiate between quiet and loud sounds.	One way to do this is to teach the students how to sing the folk song, “Black Snake.” Demonstrate how to sing the song quietly while still using a singing voice; have the students practice this. Demonstrate how to sing the song loudly without using a shouting voice and have students practice. Turn one student around or send them right outside the room. Have a student hide the snake	20 minutes

		while all other students watch to see where it is hiding. Have the student turn back around to face the class or come back inside. Have the student walk around the room. Have students sing louder when the student is closer to the snake and have them sing quieter when he is farther away from the snake until the student finds it. Give all students a chance to hide and find the snake if time allows. Extension: Add Orff accompaniment to “Black Snake”, found at <i>MPO</i>. Teach each part on voice and/or body percussion, then transfer to Orff instruments.	
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Performance Skills

Subject: Kindergarten Music

Grade: Kindergarten

Name of Unit: Performance Skills

Length of Unit: One Quarter

Overview of Unit: In this unit, students will perform in groups vocally and/or instrumentally. They will learn to follow the cues of a conductor in rehearsal and performance settings. Students will demonstrate appropriate listening behavior during performances.

Priority Standards for Unit

- **MU: Cr1A.Ka** With guidance, explore and experience music concepts (such as beat and melodic contour).
- **MU: Pr6A.Ka** With guidance, perform music with expression.
- **MU: Pr6A.Kb** Perform appropriately for the audience.

Supporting Standards for Unit

- **MU: Cr1A.Kb** With guidance, generate musical ideas (such as movements or motives).
- **MU: Pr4A.Ka** With guidance, demonstrate and state personal interest in varied musical selections.
- **MU: Pr4C.Ka** With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent.
- **MU: Pr5A.Ka** With guidance, apply personal, teacher, and peer feedback to refine performances.
- **MU: Pr5A.Kb** With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

- **MU: Re8A.Ka** With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
- **MU: Re9A.Ka** With guidance, apply personal and expressive preferences in the evaluation of music.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Musical concepts (i.e. beat and melodic contour)	Explore/Experience	Understand	1
Music with expression	Perform	Apply	2
Appropriately for the audience	Perform	Apply	2

Essential Questions

1. How does following the conductor's cues and directions help us make music together?
2. How can the student use expressive qualities when performing?
3. What are behavioral expectations for performing musicians?
4. How can students show expected performance behaviors when watching or participating in performances?

Enduring Understanding/Big Ideas

1. Following the conductor's directions helps us to work as a team to make music together while keeping the group together by using the same speed of beat.
2. The student will sing with expression to make the performance more interesting.
3. Students are expected to stand tall, eyes on the conductor, using their best singing voices, and voices are off with silent bodies between selections.
4. Students are expected to sit tall, eyes on the performer, voices off, silent bodies and applaud when appropriate.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
Same Different Long Short Loud Quiet	Beat Long Short Note Rest High Low Loud Quiet

	Singing Voice Instrument
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Topic 1: Vocal/Instrumental Performance Skills



Engaging Experience 1

Title: Grade-Level Rehearsal

Suggested Length of Time: 8 weeks

Standards Addressed

Priority:

- **MU: Cr1A.Ka** With guidance, explore and experience music concepts (such as beat and melodic contour).
- **MU: Pr6A.Ka** With guidance, perform music with expression.
- **MU: Pr6A.Kb** Perform appropriately for the audience.

Supporting:

- **MU: Cr1A.Kb** With guidance, generate musical ideas (such as movements or motives).
- **MU: Pr4C.Ka** With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.
- **MU: Pr5A.Ka** With guidance, apply personal, teacher, and peer feedback to refine performances.
- **MU: Pr5A.Kb** With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.
- **MU: Re8A.Ka** With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Detailed Description/Instructions: Students will prepare to perform in a grade-level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat, using appropriate tone quality, and following the conductor's cues.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Performance Etiquette

Engaging Experience 1

Title: Grade-Level Rehearsal

Suggested Length of Time: 8 weeks

Standards Addressed:*Priority:* (N/A)*Supporting:*

- **MU: Pr4A.Ka** With guidance, demonstrate and state personal interest in varied musical selections.
- **MU: Pr5A.Ka** With guidance, apply personal, teacher, and peer feedback to refine performances.
- **MU: Re9A.Ka** With guidance, apply personal and expressive preferences in the evaluation of music.

Detailed Description/Instructions: Students will prepare to perform in a grade level program over the course of an 8-week time period. Students will practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies, and applauding when appropriate.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario



Engaging Scenario

Grade-Level Performance

Students will prepare to perform in a grade-level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat, using tone quality, and following the conductor's cues. Students will also practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies, and applauding when appropriate.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Vocal/ Instrumental Performance Skills	Grade-Level Rehearsal 	Students will prepare to perform in a grade-level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat,	8 weeks

		using appropriate tone quality, and following the conductor's cues.	
Performance Etiquette	Grade-Level Rehearsal	Students will prepare to perform in a grade level program over the course of an 8-week time period. Students will practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies, and applauding when appropriate.	8 weeks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.



Symbols:

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.