

Wallenpaupack Area School District

Planned Course Curriculum Guide

Music

General Music - Kindergarten

Course Description:

Students in Kindergarten participate in all general music activities. Appropriate music making experiences include group activities such as singing, playing song games and playing classroom instruments. Opportunities for individual exploration of voice, body, and instrument sounds are included. Movement is the most effective means for children of this age to describe their musical experiences. They enjoy playing with ideas, movements, language, and sounds. Music activities that allow opportunities for free exploration provide the most positive foundation for creative musical growth. Teaching and technology are constantly evolving and changing. Because of this, new and various resources become available online.

Revision Date:

October 10, 2022

Written by:

Loriann Kerber, Marcia Knisely, and Lisa Holden

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Kindergarten
UNIT 1: Rhythm	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.3 9.4
UNIT OBJECTIVES (SWBATS): Clap steady beat Identify various note values Identify long and short notes Identify changing tempos
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Playing rhythm instruments Accompany music using quarter and eighth notes Accompany songs with rhythm instruments Notes using words to fit long/short patterns Group movement (to the beat) Individual movement (to the beat) - Clapping - Walking - Marching - Skipping - Hopping - Dancing
ANCHOR VOCABULARY: steady beat, rhythm, tempo
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com
RESOURCE SPECIFIC VOCABULARY: Beat, rhythm, fast, slow, steady beat, tempo, long & short

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Kindergarten
UNIT 2: Melody	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.3 9.4
UNIT OBJECTIVES (SWBATS): Matching pitch Sing Sol-Mi melodies Echoing Pentatonic melodies Identify high and low sounds Melody singing with or without accompaniment
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Echo songs Hand signals for Sol-Mi Bells for pentatonic scale Movement of notes – up, down, stays the same Singing Rote Teaching
ANCHOR VOCABULARY: pitch, high, medium & low sounds, same sounds,
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use Scaffolding Balance group work and individual work
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com
RESOURCE SPECIFIC VOCABULARY: pitch, high, medium & low sounds, same sounds, sol-mi, speaking, smooth, whispering

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Kindergarten
UNIT 3: Timbre	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.3 9.4
UNIT OBJECTIVES (SWBATS): Identify instruments by name and sound Use instruments Produce sounds
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Demonstrate instruments Identify by sight and sound
ANCHOR VOCABULARY: loud, soft, piano and forte
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com
RESOURCE SPECIFIC VOCABULARY: Identify, instruments, sounds

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: First Grade
UNIT 4: Culture/History	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.2
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Identify music in daily experiences
Identify characteristics that make music suitable for specific use
Demonstrate appropriate behavior for context and style of music performed

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Listening
Singing

ANCHOR VOCABULARY: Listening, behavior, pitch, instruments

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com
www.classicsforkids.com

RESOURCE SPECIFIC VOCABULARY:

Genre, style, culture, listening

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Kindergarten
UNIT 5: Form	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.3 9.4
UNIT OBJECTIVES (SWBATS): Two-part form Improvisation
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Move to music in two parts Dancing Movement Listening Conducting two different sections Using instruments to differentiate sections
ANCHOR VOCABULARY: steady beat, rhythm, tempo
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com
RESOURCE SPECIFIC VOCABULARY: Form, improvisation

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Kindergarten
UNIT 6: Dynamics	TIMEFRAME: School year
PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.3 9.4	
UNIT OBJECTIVES (SWBATS): Identify loud and soft Identify piano and forte Identify the symbols (p & f)	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Singing Playing classroom instruments Improvising movements to recreate Loud/soft Listening examples	
ANCHOR VOCABULARY: loud, soft, piano and forte	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation	
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com	
RESOURCE SPECIFIC VOCABULARY: loud, soft, piano and forte	

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Kindergarten
UNIT 7: Performance	TIMEFRAME: School year
PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.2 9.3 9.4	
UNIT OBJECTIVES (SWBATS): Perform variety of songs learned and memorized Demonstrate appropriate behavior for context and style of music performed	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Listening Singing Movement	
ANCHOR VOCABULARY: Listening, matching pitch, memorization	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): - Teacher observation - Student participation	
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com	
RESOURCE SPECIFIC VOCABULARY: Pitch, memorize, behavior, listening	