

Course Title:	General Elementary Music
Grade(s):	Kindergarten

Course Description
This course and curriculum focus on fundamental musical skills, including playing and identifying steady beat, developing basic vocal and instrumental proficiency, and building aural (listening) skills. Students study expressive elements of music through listening and movement. Students connect their music making to the real world through musical literature and songtales, and folk, seasonal, and cultural songs. Students also develop performance and audience etiquette to prepare for the annual concert in the spring. They attend music once a week for a 50-minute period.
Approved Curricular Materials/Textbook(s)
Repertoire has been collected from a variety of sources, including but not limited to: Conversational Solfege/First Steps in Music by John Feierabend, NEDM (New England Dancing Masters) by Peter and Mary Alice Amidon, as well as aurally collected from different musicians and conferences.

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Steady Beat and Rhythm	Students will be able to identify and/or perform steady beat in the following scenarios: • Listening to a song/piece and tapping/moving their body on the beat • Listening to a song/piece and playing a pitched/nonpitched instrument on the steady beat • Singing a song or chant while tapping/moving or playing on the beat • Echoing a variety of rhythmic patterns in duple meter	Year long (September-June)
Unit 2: Vocal Proficiency	Students will be able to explore their vocal capabilities and use a developmentally appropriate singing voice. They will be able to: • Identify and perform with a high or low voice • Echo melodic patterns on a neutral syllable • Stand or sit with, and/or describe appropriate singing posture	Year long (September-June)

	• Perform simple (short), echo, call and response, and lyrical songs	
Unit 3: Responding-Movement	Students will be able to respond to music through: • Choreographed (taught) movement • Creative (improvised) movement Students will perform: • “Move Its” (choreographed stationary movement responding to classical music) • Guided movement to music in a variety of genres • Improvised/creative movement to music with specific guidelines	Year long (September-June)
Unit 4: Responding-Musical Opposites	Students will be able to describe music using the following vocabulary words: • high/low • same/different • fast/slow • loud/soft • smooth/bumpy Students will be able to determine the “mood” of a piece of music based on how they describe music using opposite vocabulary.	5 months (October-February)
Unit 5: Performance and Audience Etiquette	Students will be able to: • Explain and demonstrate what they should look and sound like while listening to a performance • Identify when it is and is not appropriate to clap during a performance • Explain and demonstrate what they should look and sound like while performing	1 month (varies based on concert date- Spring)