Lehighton Area School District
Curriculum Framework

Course Title:	General Music
Content Area:	Music
Grade Level(s):	Kindergarten

Course Overview:

Kindergarten General Music introduces children to the fundamental concepts of music through active participation, movement, and singing. The primary focus is on developing a sense of rhythm, helping students find and maintain the steady beat through clapping, marching, and eurhythmic movements. Students are exposed to many rhythm instruments such as drums, triangles, bells, rhythm sticks, and tambourines. Students learn to distinguish their singing voice from their speaking voice and begin developing pitch accuracy by singing individually and in groups. They explore melody by identifying the direction of the tune, learn to distinguish loud and soft dynamics, and fast and slow tempos. Other key concepts include understanding form (identifying different parts of a song like the verse and refrain) and experiencing musical stories through the orchestra, like "Peter and the Wolf," and the ballet, like "The Nutcracker." The curriculum also focuses on appropriate listening skills and basic performance behavior. By the end of the year, children have a foundational understanding of musical elements and can express them through movement, singing, and playing classroom instruments.

PA Core Standards:	PA Academic Standards for the Arts and Humanities
Key Course Text and Materials:	Music First
Key Assessments/Projects:	Assessments in kindergarten general music are usually informal, observation-based, and focused on music readiness skills rather than traditional testing. They include singing assessments to evaluate pitch-matching, tonal memory, and comfort using the singing voice. Steady beat and rhythm assessments evaluates rhythmic accuracy and steady beat competence. Listening/response assessments gauge listening skills in identifying high/low, loud/soft, and fast/slow sounds. Written assessments check understanding of basic music concepts and vocabulary.

Big Idea/Unit: Finger play
Pacing: August

Standards	Objective/Skill	Vocabulary	Additional Resources	Assessment/Project
9.1	Individual and group singing Singing patterns Playing instruments Marching Reciting finger plays	Steady beat Singing voice Speaking voice Finger play	Music Studio Website- McGraw Hill CDs Textbooks Classroom instruments Music Play Online Website	Teacher observation of students maintaining steady beat through movement. Student performance. Teacher evaluation of students differentiating between singing and speaking voices.

Big Idea/Unit: Pulse, melody, and chant
Pacing: April

Standards	Objective/Skill	Vocabulary	Additional Resources	Assessment/Project
9.1, 9.3, 9.4	Continue singing individually and in a group. Continue identification of heart beat or pulse and show steady beat. Describe an echo. Identify finger play. Recognize songs with same melody. Identify chant and song Distinguish between singing and chanting voice. Show ways to move in place and through space.	Steady Beat Pulse Melody Chant Echo	Music Studio Website- McGraw Hill Textbooks CDs Classroom Instruments Scarves Music Play Online Website	Teacher observation of students maintaining steady beat on rhythm instruments. Teacher observation of students showing movement in place and through space. Student performance playing rhythm instruments. Oral responses

Big Idea/Unit: Tempo
Pacing: October

Standards	Objective/Skill	Vocabulary	Additional Resources	Assessment/Project
9.1, 9.3, 9.4	Continue singing individually and in a group. Continue identification of heart beat or pulse and show steady beat. Distinguish between fast and slow demonstrate use of gross motor skills Distinguish between speaking (rhyme/chant) and singing voice Sing a verse and refrain of the Alma Mater Identify similar parts in a song Create word patterns using picture cards	Steady Beat Echo Tempo Fast and slow Alma Mater Same/different Pattern	Music Studio Website- McGraw Hill Textbooks CDs Sorcerer's Apprentice Video Apple Picture cards Classroom Instruments Music Play Online Website	Teacher observation of students showing fast and slow with their movements Teacher evaluation of students showing fast and slow playing steady beat on instruments Teacher evaluation of students identifying fast and slow in aural examples. Teacher observation of student accuracy when singing verse and refrain of Alma Mater. Student performance moving to music in different ways. Oral responses Rhythm Card performance

Big Idea/Unit: Echo; Types of voices
Pacing: November

Standards	Objective/Skill	Vocabulary	Additional Resources	Assessment/Project
9.1, 9.3, 9.4	Continue singing individually and in a group. Continue identification of heart beat or pulse and show beat. Identify higher and lower sounds.show direction of melody Distinguish between singing, speaking, whisper, calling, and inner voices Identify similarities in melody Identify marches Sing the 3 verses and refrain of The Alma Mater Sing The Star-Spangled Banner	Steady Beat Echo High/Low Types of voices March	Music Studio Website-McGraw Hill Textbooks John Philip Sousa music American Flags Classroom instruments Music Play Online Website	Music Studio Activity- students place animal sounds in high/low category Music Studio Activity- students place pictures in correct voice category. Student performance using all five voices in the song "John Jacob Jingleheimer Schmidt". Student performance maintaining steady beat with movement and instrumental activities Oral responses to identifying different types of voices and high/low sounds.

Big Idea/Unit: Melodic Movement

Pacing: December

Standards	Objective/Skill	Vocabulary	Additional Resources	Assessment/Project
9.1, 9.3, 9.4	Demonstrate appropriate Behavior during a concert/performance Continue singing individually and in a group Continue identification of heart beat or pulse and show steady beat Identify direction of melody Distinguish between high and low. Describe a ballet Recognize same/different Identify and perform songs from the Christmas, Hanukkah, and Kwanzaa holidays. Identify characteristics about the three holidays.	Steady Beat Melodic Movement Same/Different High and low Ballet	Music Studio Website-McGraw Hill Book "The Nutcracker" Ballet Slippers "The Nutcracker" DVD Holiday PowerPoint Classroom instruments Music Play Online Website	Teacher observation of students maintaining steady beat through movement and instrumental activities. Student performance during Christmas sing-along. Teacher evaluation of students singing holiday songs with accuracy and good tone. Class discussion of "The Nutcracker Ballet" story and performance.

Big Idea/Unit: Dynamics

Pacing: January

Standards	Objective/Skill	Vocabulary	Additional Resources	Assessment/Project

9.1, 9.3, 9.4	Continue singing individually and in a group Distinguish between five types of voices Continue identification of heart beat or pulse Show steady beat through various movements Identify and show direction of melody Distinguish between loud and soft Identify verse and refrain Identify orchestra and various instruments Distinguish between fast and slow Distinguish between high and low	Steady Beat Rhythm Tempo Dynamics Forte/Piano Crescendo Orchestra	Music Studio Website- McGraw Hill Textbooks CDs Music Play Online website Music K8 YouTube videos. Carnival of the Animals book and CD Music Play Online Website	Observe students' abilities to show the difference between steady beat and rhythm when clapping and playing classroom instruments. Loud/Soft Game on Music Play Online- students listen to musical excerpts and show loud/soft with bodies Listen for student accuracy when singing "Forte/Piano" and "Crescendo" songs on Music K8. Student movement activities during "Carnival of the Animals"- observe ways individuals are showing high/low, loud/soft, fast/slow with movements in place.

Big Idea/Unit:	Rhythm and tempo			
Pacing:	February			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1, 9.3, 9.4	Continue singing individually and in a group Continue identifying heart beat or pulse and show steady beat Distinguish between fast and slow tempos Distinguish between loud and soft dynamics Distinguish between high and low Identify orchestral instruments Describe how music can be used to tell a story. Use music to celebrate messages of love and kindness.	Steady Beat Rhythm Tempo Dynamics Orchestra	Music Studio Website- McGraw Hill Textbooks CDs Book "Carnival of the Animals" Orchestra pictures and "Peter and the Wolf" DVD Classroom instruments Music Play Online Website	Teacher observation of students following direction given in a song. Student performance showing steady beat and rhythm using body movement and classroom instruments. Peter and the Wolf listening map activity- students identify name of animal after hearing its instrument. Oral responses to identifying tempo changes

Big Idea/Unit:	Verse and refrain			
Pacing:	March			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1, 9.3, 9.4	Continue singing individually and in a group Echo sing Identify leader and echo parts Identify verse and refrain Identify and show direction of melody Identify tempo changes Continue identifying heart Beat or pulse and show steady beat Identify and describe a lullaby Identify phrases Identify same and different	Echo Verse Refrain Tempo Lullaby Phrase	Music Studio Website- McGraw Hill Textbooks CDs Music Play Online Website	Teacher observation of students showing phrases. Student performance showing steady beat. Oral responses to identifying and describing a lullaby. Teacher observation of students showing tempo changes. Teacher evaluation of students identifying verse/refrain; leader/echo. Teacher evaluation of students identifying direction of melody.

Big Idea/Unit: Solo and chorus **Pacing:** April				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1, 9.3, 9.4	Continue singing individually and in a group Continue identification of heart beat or pulse and show steady beat Distinguish between fast and slow tempi Identify and show direction of melody Distinguish between loud and soft and show appropriate movements for each Identify similarities in phrases Identify verse and refrain Identify phrases Identify one voice, many voices Identify and describe call and response	Tempo Melodic Movement Dynamics Solo Chorus Call and response	Music Studio Website- McGraw Hill Textbooks CDs Music Play Online Website	Teacher observation of students recognizing dynamic and tempo changes. Teacher evaluation of students performing call and response form. Teacher evaluation of students identifying direction of melody. Student performance maintaining steady beat. Oral responses to students being able to identify different tempi, dynamic changes, verse and refrain and tone color (one voice/many voices).

Big Idea/Unit: Form **Pacing:** May/June				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1, 9.3, 9.4	Continue singing individually and in a group Continue identification of heart beat or pulse and show steady beat Distinguish between fast and slow tempi Distinguish between high and low tones Identify and describe “styles” in music Identify two part form Describe and experience a musical	Steady beat Tempo Style Form Verse Refrain Musical	Music Studio Website- McGraw Hill Textbooks CDs Musical Video – “Aladdin", "Tangled", "Annie, etc. Music Play Online Website	Teacher observation of students maintaining steady beat. Teacher evaluation of students identifying two part form. Teacher evaluation of students recognizing and describing different styles. Concert performance for spring program. Student performance maintaining steady beat and showing tempi differences. Oral responses to students identifying high and low tones (pitch recognition). Oral responses to students describing a musical.