



# Vocal Music Kindergarten

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COURSE TITLE: Vocal Music K

GRADE LEVEL: Kindergarten

CONTENT AREA: Music

### **Course Description:**

In Kindergarten music, students are introduced to the basic elements of music through singing, moving, listening, and playing classroom instruments. This course is largely enactive, meaning that the students will be able to demonstrate the skills taught but may not be able to accurately describe the skills using language. This is in line with developmental appropriateness.

### **Course Rationale:**

Music is universal. In all societies, people sing, dance, and play instruments. All forms of music expression are keys to cultural heritage. People use music as a means of expressing their emotions. Music enhances the quality of life.

Music education contributes to the emotional, intellectual, aesthetic, and physical development of the child. Every child should have the opportunity to explore music, to develop a knowledge of musical concepts, to participate in musical performance, and to develop innate musical talents.

Music, by its very nature, encompasses all other core and non-core content areas. The cross-curricular connections are organic and authentic; they are inherently embedded in all music strands and activities.

A complete program of music education, while instilling an appreciation for all types of music, ensures that students have the knowledge necessary to make informed, intelligent decisions about the music they choose to have in their lives.

### **Course Scope and Sequence**

Unit 1: Expressive Qualities (7 class periods)	Unit 2: Form (7 class periods)	Unit 3: History/Culture (7 class periods)
Unit 4: Rhythm/Meter (7 class periods)	Unit 5: Timbre (7 class periods)	

## Unit Objectives

### Unit 1: Expressive Qualities

- Students will differentiate and sing various vocal productions: singing, whispering, shouting, and speaking.
- Students will distinguish between sounds and silence/loud and soft.
- Students will use music terms to compare and contrast their personal response to music and art.

### Unit 2: Form

- Students will distinguish between music that is the same and music that is different.

### Unit 3: History/Culture

- Students will perform a varied repertoire of songs and identify the characteristics and function of: lullabies, marches, nursery rhymes, and chants.
- Students will identify and demonstrate appropriate listening behavior during a performance.

### Unit 4: Rhythm

- Students will distinguish the difference between music with and without a steady beat.
- Students will read and echo simple rhythms (long sounds, short sounds, and silence) in duple meter.

### Unit 5: Timbre

- Students will differentiate between manmade, nature, and animal sounds.

## Essential Terminology/Vocabulary

Animal Sounds

Applause

Art

Audience

Beat

Chants

Different

Echo

Instrument Sounds

Listening

Long Sounds

Loud

Lullabies

Manmade Sounds

Manners

Marches

Melody

Mood

Nature Sounds

Nursery Rhymes

Pattern

Performance

Performer

Play

Rhythm

Same

Short Sounds

Shout

Silence

Sing

Soft

Sound

Speak

Steady Beat

Whisper

### **Proposed Course Materials and Resources:**

Online Learning Exchange Interactive Music, Published by Silver Burdett with Alfred, Copyright 2014

Midisaurus - Teacher Edition

All applicable audio/video recordings and internet sites as needed

All applicable technological devices, and the corresponding apps, including, but not limited to: ipods, ipads, android tablets, audio recording devices, midi devices (if available)

All applicable text resources and handouts

Classroom instruments

Guest Artists or Educators from professional performance companies, including, but not limited to: Saint Louis Symphony Orchestra, COCA, Opera Theatre of Saint Louis, The Sheldon Concert Hall, The Repertory Theatre of Saint Louis, Dance Saint Louis, The Black Rep, and any performers participating in the E. Des Lee Collaborative at the University of Missouri- Saint Louis

All applicable choral and instrumental sheet music to be performed or analyzed by students

## Kindergarten Vocal Music Scope and Sequence

	Expressive Qualities	Form	Harmony/ Texture	History/ Culture	Melody	Rhythm/ Meter	Timbre
<b>K</b>	<p>Use and differentiate between singing, speaking, whispering, and shouting voices <b>PP1AK AP1BK</b></p> <p>Perform using two dynamic levels-Soft and Loud <b>PP2AK</b></p> <p>Use prerequisite terms (fancy/plain, same/different, light/dark) to describe personal response in music and art class <b>AP2BK IC1AK</b></p>	Distinguish between Same/Different <b>AP1AK</b>	*Concept is not addressed in Music GLE's in this grade level	<p>Perform a varied repertoire of songs, including patriotic, folk, seasonal, Spirituals *This is addressed at every grade level <b>PP1CK</b></p> <p>Identify teacher-selected examples of: lullabies marches nursery rhymes/chants <b>HC1AK HC1BK HC1CK</b></p> <p>Identify and demonstrate appropriate listening behavior during a performance <b>HC1CK</b></p>	*Concept is not addressed in Music GLE's in this grade level	<p>Echo simple rhythms (long and short sounds), vocally and on rhythm instruments and/or body percussion <b>PP2AK PP2DK</b></p> <p>Read icons for long and short sounds and silence in duple meter <b>EP1AK</b></p> <p>Steady Beat <b>PP2DK</b></p>	Differentiate between man-made and natural sounds. <b>AP1BK</b>