

HINSDALE MUSIC CURRICULUM

GRADE LEVEL/COURSE: Grade K

STANDARD: **1. Sing, alone and with others, a varied repertoire of music.**

| Knowledge & Skills | Suggested Activities | Resources & Materials | Assessment |
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| a. Students sing using appropriate posture and maintain a steady beat. | <ul style="list-style-type: none"> -Teach students how to use proper posture while singing -Teach kids how to listen to one another and keep a steady beat while singing. | <ul style="list-style-type: none"> -Poster of proper posture -Variety of songs, keeping a steady beat. | <ul style="list-style-type: none"> -Observation of students keeping proper posture. -Teacher observation of students singing and keeping a steady beat. |
| b. Students sing using expression: sad, mad, happy, scared, silly, etc. Difference between singing, speaking, shout, and whisper voice, Loud/soft, High/Low | <ul style="list-style-type: none"> -Look at pictures of kids who have different expressions/ moods on their faces. Then move using those same types of expressions to different mood music. - Lullabies to show soft voices | <ul style="list-style-type: none"> -Silver Burdett Kindergarten Making Music, pg. 248. -“Grizzly Bear” great song to use for loud/soft/crescendo “Mad...Sad...Glad: A piece in three Mood-ments” -Billy Joel’s <u>Goodnight My Angel</u> | <ul style="list-style-type: none"> -Observation of how the students move to recordings or live performances. -Have students self assess as to whether they are singing using the appropriate expression |
| c. Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures | <ul style="list-style-type: none"> -Lullabies, patriotic songs, folk tunes, holiday tunes, and multicultural songs. | <ul style="list-style-type: none"> -Examples: “Yankee Doodle” and “My Dreydl” -There are many songs in Silver Burdett, and Music K-8 | <ul style="list-style-type: none"> -Observation of students’ performance of songs learned. |
| e. Students sing responding to cues from a conductor | <ul style="list-style-type: none"> -Practice with students coming in with just cues from teacher and when to stop from just cues. -Students learn cues for loud/soft and fast/slow. | <ul style="list-style-type: none"> -Teacher | <ul style="list-style-type: none"> -Observation of students’ performances at community meetings and concerts as to how they respond to cues. |

STANDARD: 2. Play instruments, alone and with others, a varied repertoire of music.

| Knowledge & Skills | Suggested Activities | Resources & Materials | Assessment |
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| a. Students perform in rhythm and maintain a steady beat. | <ul style="list-style-type: none"> -Have rhythms on a chart or board and have them learn the rhythms and be able to play on a classroom instrument. -Keep a steady beat with a song using body percussion or percussion instruments. | <ul style="list-style-type: none"> -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion -Silver Burdett Kindergarten Making Music p. 94 “If You’re Happy and You Know It” | <ul style="list-style-type: none"> -Teacher observation of students’ performance of activity and make sure they are developing the skill. |
| b. Students perform easy rhythm patterns on rhythmic instruments. | <ul style="list-style-type: none"> - Play simple rhythms on appropriate instruments as an introduction to a song and along with the song. | <ul style="list-style-type: none"> -Silver Burdett Kindergarten Making Music Book -pgs. 178 & 270 good examples -Tape recorder | <ul style="list-style-type: none"> -Teacher observation of progress of students’ playing a repeated rhythm in a song. -Self assessment with a recording of class performance of the task given. |
| d. Students echo short rhythms and melodic patterns. | <ul style="list-style-type: none"> -Play a short rhythm and have students echo the pattern. -Call and response songs | <ul style="list-style-type: none"> -Boomwhackers curriculum and Boomwhacker instruments | <ul style="list-style-type: none"> -Teacher observation of students’ performance of activity. |

STANDARD: 3. Improvise melodies, variations, and accompaniments

| Knowledge & Skills | Suggested Activities | Resources & Materials | Assessment |
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| b. Improvise simple rhythms or melodies | <ul style="list-style-type: none"> -Play a game where students have to say a rhythm or melody different from you. -They could also say their name in a rhythmic pattern using body percussion or a percussion instrument. -Sing a song where you have to add or improvise the melody or lyrics. | <ul style="list-style-type: none"> -Body percussion, classroom instruments ie. rhythm sticks, drums, etc... -Song “Pirate Ship” or “Down by the Bay” have to come up with a rhyming word to add to the melody. -Silver Burdett Kindergarten Making Music, pg. 418 gives you many examples of lessons you can use. -pg. 298 “The Add-On Machine” Silver Burdett K | <ul style="list-style-type: none"> -Observe the students’ successes with improvising each time you try a lesson. They should gradually feel more comfortable creating. |

STANDARD: 4. Compose and arrange music within specified guidelines

| Knowledge & Skills | Suggested Activities | Resources & Materials | Assessment |
|---|---|--|--|
| a. Students create music to accompany readings or dramatizations. | <ul style="list-style-type: none"> - Have students create sounds to stories or poems using various sources in the classroom. | <ul style="list-style-type: none"> -Various classroom instruments, stories and poems. | <ul style="list-style-type: none"> -Teacher observation of sources students choose for stories. |

STANDARD: 5. Read and notate music

| Knowledge & Skills | Suggested Activities | Resources & Materials | Assessment |
|---|--|---|---|
| a.1. Students read whole, half, quarter and eighth notes and rests in 2/4, and 4/4. | <ul style="list-style-type: none"> - Learn songs in 2/4 and 4/4 and learn how to read the rhythms using a system such as numbers, names, or ta-ti's and ta's. - Play games or use movement for students to feel the rhythms patterns or remember the rhythm names. | -Folk Songs, Patriotic songs, songs from Silver Burdett K Making Music Book | -Teacher observation of whether or not students' understand rhythm system and how to read simple rhythm patterns. |
| a.2. Understand meters/ steady beats in 2/4, 3/4, and 4/4 | -Be able to feel the steady beat in their bodies. Come up with movements for each beat, to use with each rhythm reading. | -Body Percussion | -Teacher observation of whether students' are feeling the beat in their bodies and doing it correctly and steadily. |
| c. Students will have an understanding that music has dynamics and tempo. Such as loud/soft or fast/slow. | -Movement to recordings to show soft/loud and fast/slow. | -Recordings or live performance that are fast/slow and loud/soft | -Teacher observation of students' movement to fast/slow and loud/soft selections. |

STANDARD: 6. Listen to, analyze, and describe music

| Knowledge & Skills | Suggested Activities | Resources & Materials | Assessment |
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| b. Students will demonstrate perceptual skills by moving to aural examples of music. | -Students move to music examples showing loud/soft, fast/slow and other skills they have learned. | -Different styles of music on CD's, records, live performances, etc. | -Teacher observation of students' purposeful movement. |

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| <p>c. Students will use appropriate terminology in describing some sound sources/instruments in music and surroundings and performances.</p> | <p>-Take a sound walk and have kids describe the sounds they hear, and have them describe them.</p> <p>-Listen to songs that have sound sources other than just instruments, like birds, and outdoor sounds.</p> | <p>-CD's with songs using different sound sources and instruments that they have learned about.</p> | <p>-Teacher assess through asking questions of what students have heard.</p> |
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STANDARD: 7. Evaluate music and music performances

| Knowledge & Skills | Suggested Activities | Resources & Materials | Assessment |
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| <p>a. Students will begin to devise criteria to evaluate performances.</p> | <p>-Record or video tape performances of songs and movements and ask them if they showed the different skills such as: did they sing soft? Or loud where they were supposed to? Did they sing together</p> | <p>-tape recorder, video recorder</p> | <p>-Students self assess their performances. Teacher observes whether or not they understand the concepts they are assessing.</p> |
| <p>b. Students will be able to explain the difference between loud and soft, fast/slow, and expression in a music performance/example</p> | <p>-Have students listen to a piece of music and describe whether the music sounds soft/loud or is it fast/slow.</p> <p>-Students can move to the music to show loud/soft, or fast/slow</p> | <p>-Recordings, or live performances</p> | <p>-Teacher observation of how the students' respond and move to music.</p> |

STANDARD: 8. Understand relationships among music, the other arts, and disciplines outside the arts

| Knowledge & Skills | Suggested Activities | Resources & Materials | Assessment |
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| <p>a. Students identify and understand the similarities and differences in the various arts.</p> | <p>-Looking at a piece of art and listening to a piece of music both can convey a mood or scene in your head. Have students listen to a piece of music and have the students' draw what they think is going on in the music or what picture is being painted in their head.</p> | <p>-Recordings -Paper -Crayons or colored pencils -Silver Burdett Kindergarten Making Music Book (many examples of visually seeing artwork and listening to different examples of music and figuring out what song goes to what painting or picture) p 420 for lesson examples</p> | <p>-Teacher observation of how students' respond to the music and pictures. -Pictures that students' draw to go along with the music</p> |
| <p>b. Students begin to identify ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music. (Cross curriculum activities: science, math, history, social skills, etc)</p> | <p>-Singing "Allison's Camel" is a great song with counting and using math skills</p> | <p>-Silver Burdett Kindergarten Making Music p. 419-420 for lesson examples</p> | <p>-Observation of responses given by students from questions asked in obtaining knowledge of the cross curriculum behind the song they are learning. -Observe the students' performance and understanding of concept/skill</p> |

STANDARD: 9. Understand music in relation to history and culture

| Knowledge & Skills | Suggested Activities | Resources & Materials | Assessment |
|--|---|---|--|
| History behind songs they are learning how it ties into the culture. | -Explaining to students the history and culture that goes behind the songs that they learn. Such as “My Dreydl” and “Yankee Doodle” | -Maps -Books about subject learning about - Silver Burdett K Making Music Book -Recordings | -Teacher observation of student responses to questions asked about songs history. |
| c. Students identify various uses of music in their daily experiences. | -“Star Spangled Banner” versus “Take Me Out to the Ballgame” and other music you might hear or use in experiences in life. | -Recordings | -Teacher asks questions based on the songs talking about that are used in life experiences and when they are used. |
| e. Demonstrate audience behavior appropriate for the context and style of music. | -How you should behave when you sing or listen to the National Anthem. - Class discussion - Practice/demonstration in class and at various school events - Understanding of the difference among various types of (musical) performances and the correct audience behavior/response for each type of performance (i.e. school performance, parade, etc.) | -Recordings, live performances | -Teacher observation of behaviors in a concert setting and while students sing the National Anthem. - Verbal self evaluation by class |

STANDARD: 10. Identify the range of careers in the field of music

| Knowledge & Skills | Suggested Activities | Resources & Materials | Assessment |
|-------------------------------|--|--|--|
| What is a composer? | -Whenever you learn a song that has a composer let them know who the composer is and what they do. | - <u>Themes to Remember</u> by Marjorie Kiel Persens -Silver Burdett Kindergarten Making Music Book | -Observation of responses given by students when asked what a composer is. |