

**Shrewsbury Borough School Visual and Performing Arts Curriculum 2012**  
**Music**  
**Kindergarten**

<b>Marking Period 1:</b>	<b>Marking Period 2:</b>	<b>Marking Period 3:</b>	<b>Marking Period 4:</b>
<p><b><u>Melody</u></b> <b>Objectives:</b></p> <p>Dramatize song lyrics through movement.</p> <p>Respond to musical elements: high and low, upward and downward melodies.</p> <p><b><u>Tone Color</u></b> <b>Objectives:</b></p> <p>Explore various uses of the voice.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>‘The Peanut Butter and Jelly Song.’ Create Dance movements that match with the lyrics.</p> <p>‘The Grumpy Old Man Song.’ Use voice to express emotion.</p>	<p><b><u>Melody</u></b> <b>Objectives:</b></p> <p>Play simple melodic patterns with glockenspiel and keyboards.</p> <p><b><u>Tone Color</u></b> <b>Objectives:</b></p> <p>Show recognition of musical sounds.</p> <p><b><u>Expression</u></b> <b>Objectives:</b></p> <p>Dramatize moods through movement.</p> <p>Respond to musical elements through listening.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>‘Guess the Instrument Game.’ Guess the instrument associated with a particular musical sound.</p>	<p><b><u>Melody</u></b> <b>Objectives:</b></p> <p>Listen for repeated melody patterns.</p> <p><b><u>Expression</u></b> <b>Objectives:</b></p> <p>Express mood of song lyrics in singing.</p> <p><b><u>Form</u></b> <b>Objectives:</b></p> <p>Participate in a Call and Response Activity.</p> <p>Improvise vocal sounds in Call and Response.</p> <p>Experience performances in various forms.</p> <p>Demonstrate long and short phrases through movement.</p>	<p><b><u>Melody</u></b> <b>Objectives:</b></p> <p>Match pitches.</p> <p>Create and sing melodies.</p> <p><b><u>Tone Color</u></b> <b>Objectives:</b></p> <p>Play/Create sound effects for songs.</p> <p><b><u>Harmony</u></b> <b>Objectives:</b></p> <p>Sing with and without accompaniment.</p> <p>Notice accompaniment and absence of accompaniment.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>‘Rain Dance Song.’ Add sound effects to accompany a song using suitable classroom instruments.</p>

		<p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>‘Hokey Pokey.’ Respond to directional cues when performing a singing game.</p> <p>African-American slave work song. Use Call and Response to create a class work song.</p> <p>‘Little Red Caboose.’ Differentiate between long and short by chanting vocal sounds.</p>	<p>Practice solo singing with and without accompaniment. Use familiar children’s songs.</p>
<p><b>Essential Questions:</b></p> <p>What are lyrics?</p> <p>What is melody?</p> <p>How can we use the expressive qualities of our voice to change a song?</p>	<p><b>Essential Questions:</b></p> <p>What is a glockenspiel?</p> <p>How is it played?</p> <p>Why do instruments make high sounds or low sounds?</p> <p>Why do instruments sound different?</p>	<p><b>Essential Questions:</b></p> <p>What is Call and Response?</p> <p>Who made this type of song up?</p> <p>What kind of music note makes a long sound?</p> <p>What kind of music note makes a short sound?</p>	<p><b>Essential Questions:</b></p> <p>How do we create lyrics by rhyming?</p>

<p><b>Materials:</b></p> <p>Glockenspiel/keyboard</p> <p>Manuscript paper</p> <p>Music CDs</p>	<p><b>Materials:</b></p> <p>Glockenspiel/keyboard</p> <p>Manuscript paper</p> <p>Music CDs</p>	<p><b>Materials:</b></p> <p>Glockenspiel/keyboard</p> <p>Manuscript paper</p> <p>Music CDs</p>	<p><b>Materials:</b></p> <p>Glockenspiel/keyboard</p> <p>Manuscript paper</p> <p>Music CDs</p>
<p><b>Assessment:</b></p> <p>Teacher Observation</p> <p>Performance Rubric</p> <p>Project Based Assessment</p> <p>Manuscript paper/Music Notation</p>	<p><b>Assessment:</b></p> <p>Teacher Observation</p> <p>Performance Rubric</p> <p>Project Based Assessment</p> <p>Manuscript paper/Music Notation</p>	<p><b>Assessment:</b></p> <p>Teacher Observation</p> <p>Performance Rubric</p> <p>Project Based Assessment</p> <p>Manuscript paper/Music Notation</p>	<p><b>Assessment:</b></p> <p>Teacher Observation</p> <p>Performance Rubric</p> <p>Project Based Assessment</p> <p>Manuscript paper/Music Notation</p>

<p><b>NJCCCS:</b></p> <p><b><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></b></p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p><b><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></b></p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></b></p> <p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.</p> <p><b><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></b></p> <p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></b></p> <p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p><b><u>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</u></b></p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.4 Aesthetic Responses &amp; Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</u></b></p> <p>1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p><b><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></b></p> <p>1.1.2.B.1 Explore the elements of music through verbal and written responses</p>
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<p>in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p> <p><u>2.5 Motor Skill Development</u> <u>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</u></p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>	<p><u>2.5 Motor Skill Development</u> <u>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</u></p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>	<p>historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p> <p><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>	<p>to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p>
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