

TES MUSIC CURRICULUM MAP - KINDERGARTEN

January 1, 2010

	First Trimester	Second Trimester	Third Trimester
Time frame/ Month	September-November	November-February	February-June
Skills Taught	<p>What is Music? Beat of music Tempo/Speed Of Music High/Low pitches Singing Voice vs. Speaking voice Rhythms (Quarter note, Quarter rest, Eighth notes) Ear training (sol/mi/la/do) Singing Games Movement to Music Concert Songs Music symbol (treble clef, Staff)</p>	<p>Continue reinforcing & building previous skills & knowledge from trimester 1 Rhythms & rhythms in songs (+ half note, half rest) Ear Training (+ ti, re, do') Voice placement (head, chest) Balance & Blend voices Symphony Orchestra (4 families, physical characteristics of families, etc.) Stage Behavior Audience Behavior Form (A, AB) Dynamics (forte, piano) Music Rhythm Math (addition) Music Symbols (+ repeat sign, fermata)</p>	<p>Continue reinforcing & building previous skills & knowledge from trimester 1 & trimester 2 Ear training (use full scale) Dynamics (+ mezzo forte, mezzo piano) Music symbols (+ double bar, measure) Music Listening Longer songs (3 or more verses & using range of one octave do-do') Verse & Refrain Form (A, AB, ABA) Valentine songs Graduation songs</p>
Strategies	Modeling, Visual aids, By Rote, Clapping & Counting, Movement, Playing Instruments, Singing	Modeling & Demonstration, Visual aids, By Rote, Clapping & Counting, Movement, Playing Instruments, Singing	Modeling & Demonstration, Visual aids, By Rote, Clapping & Counting, Movement, Playing Instruments, Singing
Resources	Various Music Method books, Subject books (Buzz & Ollie's book collection, etc.), Flash cards, Games, Songs, Piano, Mimio board W/LCD projector, Music Web sites, Posters,	Various Music Method books, Subject books (The Orchestra, The Orchestra, etc.), Flash cards, Games, Songs, Piano, Mimio board W/LCD projector, Music Web sites, Posters, School owned Orchestra	Various Music Method books, Subject books Flash cards, Games, Songs, Piano, Mimio board W/LCD projector, Music Web sites, Posters, Percussion Instruments

TES MUSIC CURRICULUM MAP - KINDERGARTEN

January 1, 2010

Assessments	Realtime Assessments & Multiscale Participation One On One Singing & Rhythm	Realtime Assessments & Multiscale Participation One On One Singing & Rhythm	Realtime Assessments & Multiscale Participation One On One Singing & Rhythm
	Reading. Worksheets	Reading. Worksheets Winter Concert	Reading. Worksheets Spring Concert Graduation
Music Standards			
1. Expression of Music	1. Perform Independently A. Distinguish between singing & speaking voice B. Sing simple songs & singing games C. Echo & perform simple melodic & rhythmic patterns 2. Respond to Music with Movement A. Move to music demonstrating awareness of beat, tempo , dynamics & melodic direction, reflecting changes in mood or form B. Move to music differentiating between sound & silence	1. Perform Independently A. Distinguish between singing & speaking voice B. Sing simple songs & singing games C. Echo & perform simple melodic & rhythmic patterns D. Demonstrate basic performance skills & behaviors 2. Respond to Music with Movement A. Move to music demonstrating awareness of beat, tempo, dynamics & melodic direction , reflecting changes in mood or form B. Move to music differentiating	1. Perform Independently A. Distinguish between singing & speaking voice B. Sing simple songs & singing games C. Echo & perform simple melodic & rhythmic patterns D. Demonstrate basic performance skills & behaviors 2. Respond to Music with Movement A. Move to music demonstrating awareness of beat, tempo, dynamics & melodic direction, reflection changes in mood or form B. Move to music differentiating between sound & silence

TES MUSIC CURRICULUM MAP - KINDERGARTEN

January 1, 2010

		between sound & silence	
2. Creation of Music	<p>1. Create Music Through a Variety of Experiences</p> <p>A. Improvise sound effects & simple songs to stories or poems</p> <p>B. Use movement to demonstrate loud/soft, high /low, sound silence, & beat/no beat</p> <p>2. Identify Simple Musical Patterns</p> <p>A. Use icons or invented Symbols to represent beat</p>	<p>1. Create Music Through a Variety of Experiences</p> <p>A. Improvise sound effects & simple songs to stories or poems</p> <p>B. Use movement to demonstrate loud/soft, high /low, sound silence, & beat/no beat</p> <p>2. Identify Simple Musical Patterns</p> <p>A. Use icons or invented symbols to represent beat</p>	<p>1. Create Music Through a Variety of Experiences</p> <p>A. Improvise sound effects & simple songs to stories or poems</p> <p>B. Use movement to demonstrate loud/soft, high /low, sound silence, & beat/no beat</p> <p>2. Identify Simple Musical Patterns</p> <p>A. Use icons or invented symbols to represent beat</p>
3. Theory of Music	<p>1. Comprehension of Musical Opposites</p> <p>A. Use their own vocabulary to describe musical opposites</p> <p>B. Demonstrate loud/soft, high /low, sound silence, & beat/no beat</p> <p>4. Identify Simple Rhythmic Pattens</p> <p>A. Move to demonstrate steady beat</p> <p>B. Identify short/long &</p>	<p>1. Comprehension of Musical Opposites</p> <p>A. Use their own vocabulary to describe musical opposites</p> <p>B. Demonstrate loud/soft, high /low, sound silence, & beat/no beat</p> <p>2. Comprehension of Basic Elements of musical form</p> <p>A. Aurally identify same/different patterns & phrases</p> <p>B. Use body movement to</p>	<p>1. Comprehension of Musical Opposites</p> <p>A. Use their own vocabulary to describe musical opposites</p> <p>B. Demonstrate loud/soft, high /low, sound silence, & beat/no beat</p> <p>2. Comprehension of Basic Elements of musical form</p> <p>A. Aurally identify same/different patterns & phrases</p> <p>B. Use body movement to</p>

TES MUSIC CURRICULUM MAP - KINDERGARTEN

January 1, 2010

	<p>strong/weak beats C. Use Icons or invented symbols to represent beat.</p>	<p>interpret musical phrases 3. Identify Different Vocal & Instrumental Tone Colors A. Identify male/female voices B. Describe vocal & instrumental sounds using personal vocabulary 4. Identify Simple Rhythmic Patterns A. Move to demonstrate steady beat B. Identify short/long & strong/weak beats C. Use Icons or invented symbols to represent beat.</p>	<p>interpret musical phrases 3. Identify Different Vocal & Instrumental Tone Colors A. Identify male/female voices B. Describe vocal & instrumental sounds using personal vocabulary 4. Identify Simple Rhythmic Patterns A. Move to demonstrate steady beat B. Identify short/long & strong/weak beats C. Use Icons or invented symbols to represent beat.</p>
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TES MUSIC CURRICULUM MAP - KINDERGARTEN

January 1, 2010

<p>4. Aesthetic Valuation of Music</p>	<p>2. Respond to Musical Performance at a Basic Level</p> <ul style="list-style-type: none">A. Create movements that correspond to specific musical moods & stylesB. Identify, listen to, & discuss music written for specific purposes (work song, lullaby, etc.) <p>3. Recognize & Discuss Music & Celebrations in Daily Life</p> <ul style="list-style-type: none">A. Explain the use of music in Sources such as cartoons, computer games, community & home eventsB. Listen & respond to various musical styles (ie. Marches & Lullabies)D. Use developmentally appropriate movements in responding to music from various genres, styles, & periods (rhythm & melody)	<p>1. Demonstrate Respect for the Contributions of Others in a Musical Setting</p> <ul style="list-style-type: none">A. Describe appropriate audience behavior at a live or recorded musical performanceB. Describe musical preferences in their own words & at an appropriate level <p>2. Respond to Musical Performance at a Basic Level</p> <ul style="list-style-type: none">A. Create movements that correspond to specific musical moods & stylesB. Identify, listen to, & discuss music written for specific purposes (work song, lullaby, etc.) <p>3. Recognize & Discuss Music & Celebrations in Daily Life</p> <ul style="list-style-type: none">A. Explain the use of music in Sources such as cartoons, computer games, community & home eventsB. Listen & respond to various musical styles (ie. Marches & Lullabies)D. Use developmentally appropriate movements in responding to music from various genres, styles, & periods (rhythm & melody)	<p>1. Demonstrate Respect for the Contributions of Others in a Musical Setting</p> <ul style="list-style-type: none">A. Describe appropriate audience behavior at a live or recorded musical performanceB. Describe musical preferences in their own words & at an appropriate level <p>2. Respond to Musical Performance at a Basic Level</p> <ul style="list-style-type: none">A. Create movements that correspond to specific musical moods & stylesB. Identify, listen to, & discuss music written for specific purposes (work song, lullaby, etc.) <p>3. Recognize & Discuss Music & Celebrations in Daily Life</p> <ul style="list-style-type: none">A. Explain the use of music in Sources such as cartoons, computer games, community & home eventsB. Listen & respond to various musical styles (ie. Marches & Lullabies)D. Use developmentally appropriate movements in responding to music from various genres, styles, & periods (rhythm & melody)
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Process Skills			
1. Critical Thinking & Reasoning	X	X	X
2. Information on Literacy		X	X
3. Collaboration	X	X	X
4. Self-direction	X	X	X
5. Invention	X	X	X
Vocabulary	Beat Tempo Pitch Rhythms Treble Clef Staff Ear Training Drum	Addition Rhythms Ear Training Dynamics Forte Piano Form Repeat Sign	Fermata Audience Behavior Stage Behavior Head Voice Chest Voice Orchestra Balance Blend
		Subtraction Measure Double Bar Verse Refrain Mezzo Forte Mezzo Piano Styles	Mood Emotions

TES Music Map	Teacher(s): Robin Closson	Creation Date:
	Grade Level: Kindergarten	Revision Date: