

Hamilton Heights School Corporation Kindergarten Music Curriculum Map

Course Title: Kindergarten Music	Quarter 1: 7 rotations	Academic Year: 2025-2026
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Essential Questions: How do I move safely in the music room? How do you use an instrument in music class? What is the difference between your speaking voice and your singing voice? Can I find and keep a steady beat while singing a song?						
Lesson Topic	Total Days	Standards Number	Knowledge Objectives	Skills Objectives	Specific Assessments	Specific Resources
Movement	1	LR.6.2.3	How to give others personal space; How to move around the room safely	Responding to music; Safe movement around the room	-Can find and sit on their own spot -Moves safely around the room without touching others	- "Your Bubble" - "I'm going on a bear hunt" - "Scarves" - "Bow Wow Wow dance"
Instruments	1	LR.5.2.2 P8.2.1 P8.2.2	Instrument Care	Playing egg shakers and hand drums with correct technique	-Cares for instrument -Plays with group, does not play when teacher is talking	- "Going to Shake our Shakers" - "The Egg Shakers Song" - "Listen, Listen Here I Come" - "Sylvia Pizzicato instruments"
Difference between speaking and singing	1	Cn.2.2.1 LR.5.2.1	What is the difference between your speaking voice, your singing voice, calling voice, and whispering voice?	Ability to demonstrate their speaking voice, singing voice, whispering voice, and calling voice	-Student can say "this is my speaking voice" and sing "this is my singing voice, ect"	- "Bow wow wow with hand puppets" - "Oh, My! No more Pie!" - "Pterodactyl Story"

Steady Beat	4	LR.6.2.1	What is the difference between a steady beat and a rhythm?	Keeping a steady beat alone and with others Beat tracking on heartbeat sheets	-Visual check with songs and games (90% accuracy) -Heartbeat sheet beat tracking (occasional accuracy)	-“Listen, Listen Here I Come” - “Steady Beat with Fa the Green Frog” - Iconic Notation
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Quarter 2 Kindergarten Music	Quarter 2: 7 rotations	
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Essential Questions: Can I show the difference between fast and slow? Can I sing/say a high voice and a low voice? What are other holidays around the world that happen around Christmas time?						
Unit Name	Total Days	Standards Number	Knowledge Objectives	Skills Objectives	Specific Assessments	Specific Resources
Fast and Slow	2	LR.5.2.1	Can identify music that moves fast and music that moves slow	Student is able to show the difference between fast and slow with their bodies, instruments, and voices	-Visual check with songs -	-“Slow and Fast” by Hap Palmer -“The Tortoise and the Hare” - Presto and Largo egg shakers” “Presto and Largo: the music show”
High and Low	3	LR.4.2.1 LR.6.2.2 P.7.2.1 Cr9.2.1	What are animals that make high sounds? Animals that make low sounds?	Can hear the difference between high and low Can demonstrate a high and low singing/speaking voice	-Use while listening to examples of high and low; use arrow to show what they heard	-“Bee Bee Bumble Bee” - High and low arrows - Vocalization cards

		Cr11.2.2			- "Bee Bee Bumble Bee"	
Global/Holiday Songs	2	Cn.1.2.1 Cn.3.2.1 LR.4.2.1	How kids around the world celebrate Kwanzaa, Hanukkah, Chinese New Year, and Christmas	Can sing and play songs from different holidays	-All School Sing participation	

Quarter 3 Kindergarten Music	Quarter 3: 7 rotations	
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Essential Questions: Can I hear the highs and lows in music to match my voice to a song? Can I use ta and ti-ti to create, say, and clap a four beat rhythm?						
Unit Name	Total Days	Standards Number	Knowledge Objectives	Skills Objectives	Specific Assessments	Specific Resources
Same & Different	1	LR.5.2.1	Can show or say if words, sounds, or singing is same or different	Can match sounds together	-Sound matching -Same & Different signing	- "You Sing a Song and I Sing a Song" -Sound cups
Pitch Matching	4	LR.4.2.1 P.7.2.1	Can listen for pitches that match, are too high, or are too low	Can sing with a matching pitch with approx. 90% accuracy	Aural assessment in turn-based games	- "Hello Song" -Doggy, Doggy Where's your Bone"
Rhythms	3	P.7.2.1 Cr11.2.1	Can use "ta" (quarter note) and "ti-ti" (eighth notes) in a 4 beat rhythm	Can say/play 4 beat rhythms including "ta" (quarter note) and "ti-ti" (eighth notes)	-Visual assessment with rhythm writing -Aural assessment	- "Apple Tree" - "The Snowy Day" book with Iconic Notation

Quarter 4 Kindergarten Music	Quarter 4: 7 rotations	
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Essential Questions: How do we care for barred instruments? Where are the high and low sides of the instrument? How do we hold our mallets and correctly play the instruments? What is solfege? What are forte and piano?						
Unit Name	Total Days	Standards Number	Knowledge Objectives	Skills Objectives	Specific Assessments	Specific Resources
Barred instruments	3	LR.5.2.2 P8.2.1 P8.2.2	Can find the high and low side of a barred instrument	Can play with correct technique with holding mallets and hitting the center of the bar	Visual and aural assessment with individual and group playing	-Mallet Madness - Mortimer (playing along to book) -"Wee Willie Winkie"
Solfege	1	Cn.2.2.1 LR.4.2.1	What is solfege?	Can sing up and down the solfege scale (with words) Can echo solfege patterns	Aural assessment	-MusicK8 video
Dynamics	1	Cn.2.2.1 LR.5.2.1	Can explain the difference between forte (loud) and piano (quiet)	Can produce forte and piano sounds with their voice and with an instrument	Aural assessment	-"Grizzly Bear" -MusicK8 video
Tempo	1	Cn.2.2.1 LR.5.2.1	Can explain the difference between presto (fast) and largo (slow)	Can show presto and largo with movement	Visual assessment	-MusicK8 video
Global music	1	Cn.1.2.1	Experience music from	Movement and singing to	Visual assessment	-"Kye Kye Kule"

		Cn.3.2.1 LR.4.2.1 LR.6.2.3 P7.2.2	different countries	songs from different cultures		- "Epo i Tai Tai E" - "Caney Mi Macaro" - "Mein Hut" - "Zorba the Greek"
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