

Course Title:	General Music Grade K
Department:	Music
Grade Level:	Kindergarten
Time Per Day/Week:	30 minutes, once per 10-day cycle
Length of Course:	Full Year

Course Overview:

In kindergarten general music, students will establish foundational “tuneful, beat-ful, artful” musical skills, via the First Steps in Music curriculum by John Feierabend, while simultaneously developing a repertoire of familiar folk songs and/or composed music to sing, move to and play on instruments. This musical readiness lays the groundwork for future music notation literacy in subsequent grades. Students develop performance skills through participation in music-making activities. Music creativity is explored through singing, movement, play and other developmentally appropriate musical connections. These activities are in line with the Orff-Schulwerk approach. Throughout the year, students discover how repertoire and concepts connect with the history of music, including famous musicians/composers, styles of music, music from other countries and how music is related to other areas of learning and culture. Students continue to build their music vocabulary to describe music that they hear, perform and create. All of the curricular units are in line with the National Core Arts Standards.

Primary Resources:

First Steps in Music for Preschool and Beyond (GIA Publications, Rev. 2021)

Secondary Resources (District Approved):

Unit 1 Name:	Music Notation Literacy: Rhythm/Meter
Days in Unit:	Ongoing, Bi-weekly
Representative Learning Goals	
• Establish a foundation for grade level rhythmic literacy content through singing of developmentally appropriate repertoire. • Establish and build readiness for syllabic solmization by developing steady beat competency through beat motion activities such as dancing, instrument playing and other beat games as a foundation for future rhythmic notation literacy. • Establish a visual understanding of beat and meter through use of iconic notation as a visual representation of beat.	

Unit 2 Name:	Music Notation Literacy: Melodic
Days in Unit:	Ongoing, Bi-weekly
Representative Learning Goals	
• Establish a foundation for grade level melodic literacy content through singing developmentally appropriate repertoire. • Establish an understanding of pitch and melodic contour through a variety of pitch exploration exercises, infusing movement and instrument exploration when appropriate. • Develop and demonstrate aural literacy and melodic awareness by using audiation and tunefully singing a variety of fragment songs, simple songs and improvising original melodies through arioso and instrument exploration. • Establish a visual understanding of melodic contour and pitch levels via vocalization exercises using iconic representations of pitch/melody.	

Unit 3 Name:	Performance Skills: Singing, Playing Instruments, Movement
Days in Unit:	Ongoing, Bi-Weekly
Representative Learning Goals	
• Demonstrate the difference between singing voice and not singing voice. • Lay a foundation for musicality by participating in activities that exercise tunefulness (matching pitch and tone color), beat-fulness (steady beat competency), and artfulness (expression, emotion and communication through movement or other artistic response). • Demonstrate, through performance, knowledge of technique for specific instruments, primarily pitched and unpitched classroom percussion. • With teacher guidance, create body movements and dramatizations to show expression in music. • Witness and discuss performances of more advanced musicians both within the school community and at a professional level as a basis of understanding the application of music learning.	

- Know and demonstrate audience etiquette and how it affects the performers and other audience members.

Unit 4 Name:	Listening and Analysis: Form/Vocabulary/Evaluation
Days in Unit:	Ongoing, Bi-weekly
Representative Learning Goals	
• Demonstrate understanding of musical changes through movement or other visual artistic response. (Examples: same/different, loud/soft, fast/slow) • Define specific music vocabulary as needed and use it appropriately to describe musical selections and to perform with musical skill and expression. • Experience live performances and/or demonstrations of other musicians both professional and non-professional and use appropriate vocabulary and evaluative tools to describe the experience.	

Unit 5 Name:	Musical Contexts: Connections to History, Culture, & Other Disciplines
Days in Unit:	Ongoing, Bi-Weekly
Representative Learning Goals	
• Experience American folk music and its characteristics through the singing of various developmentally appropriate songs. • Listen to and compare a variety of repertoire, identifying their genres and characteristics. • Develop a knowledge of a variety of genres of music and the corresponding musicians, instruments and composers from varying time periods in history, with additional grade level-specific reference to related historical events and conditions. • Broaden understanding and awareness of a variety of cultural repertoire through listening, discussion and through vocal and/or instrumental performance of music from all over the world, with additional reference to other related cultural components.	

Unit 6 Name:	Creativity
Days in Unit:	Ongoing, Bi-weekly
Representative Learning Goals	
• Enhance and apply performance skills by demonstrating musical choice and creativity through movement, vocal improvisation and instrumental improvisation. • With teacher guidance, enhance musical experiences by dramatizing musical repertoire using movement, props, artwork and children's literature.	

Assessments - Classroom-Based

Curriculum-Based Assessments: Performance Rubrics; Quizzes, Individual & Collaborative Projects; & Observation by Teacher

Assessments - Standardized

Local Common Assessments Only

Standards

Standards: [Pennsylvania Arts & Humanities Standards](#) & [National Core Arts Standard](#)