

Kindergarten Music Curriculum Map

Assessment

- S-E Music Target Checklist
- General Music Portfolio
- Rubrics
- Teacher Observation
- Student Generated Response (written, symbols, etc...)
- Tests
 - Quizzes
 - Projects
- Worksheets
- Self/Peer Evaluation

Date	Core Content	Musical Skills	Cross- Curricular Connections	Essential Questions
September- November	<ul style="list-style-type: none"> - Voices: Whispering, speaking, calling, and singing - Loud and soft - Steady Beat - Stop and Start - Echo singing - Classroom Instruments - Learn proper playing technique for the classroom instruments. 	<ul style="list-style-type: none"> - Demonstrate different voices (2A) - Discriminate between musical opposites (3B) - Sing with a natural voice. (1A) - Make personal choices. (4A) - Perform song, chants, and games. (4D) - Respond to steady beat. (3A) - Create vocal/ instrumental sounds. (2B) - Perform/listen to music of celebrations/cultures. (4C) - Perform beat using instruments. (1D) - Read and perform musical notation. (1C) 	<ul style="list-style-type: none"> - Color - Celebrations <ul style="list-style-type: none"> - Fall - Language Arts <ul style="list-style-type: none"> - Rhyming - Vocabulary - Poetry - Read aloud - Literacy activities - Mathematics <ul style="list-style-type: none"> - Counting - Addition - Subtraction - Character Education 	<ul style="list-style-type: none"> - What are the different kinds of voices you can use? - What is the difference between loud/soft? - Is the music you hear loud or soft? - What is a steady beat? - What is echo singing? - What are the instruments in our classroom? - How do the instruments in our classroom sound? - What is the correct way to use instruments in our classroom? - How could you use your body when the music stops and starts?

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December-February	<ul style="list-style-type: none"> - Melodic Direction - Singing - High/Low - Basic Notation 	<ul style="list-style-type: none"> - Create patterns to represent the beat/melodic direction. (2D) - Use appropriate audience behavior. (2C) - Play inner hearing games (3C) - Respond to mood in music and stories. (3D) - Uses classroom and non-traditional instruments appropriately. (1B) 	<ul style="list-style-type: none"> - Celebrations <ul style="list-style-type: none"> - Winter - Color - Language Arts <ul style="list-style-type: none"> - Rhyming - Vocabulary - Poetry - Read aloud - Literacy activities - Mathematics <ul style="list-style-type: none"> - Counting - Addition/ Subtraction 	<ul style="list-style-type: none"> - What is the name of your favorite winter song? - Does the music move up or down? - How do you behave at a performance? - Can you think the beat in your head? - What is the mood of the music? - How do you play this instrument?
March- June	<ul style="list-style-type: none"> - Meter (2/4, 6/8) - Kindergarten Performance <ul style="list-style-type: none"> - Memorizing music -Singing - Review and reinforce kindergarten music skills. 	<ul style="list-style-type: none"> - Recognize and respond to various musical styles. (4B) - Respond to meter with body. (Gallop, Skip, Walk) (3A) - Perform songs. (4D) 	<ul style="list-style-type: none"> - Celebrations <ul style="list-style-type: none"> - Spring- Farm/animals - Summer- Beach - Language Arts <ul style="list-style-type: none"> - Rhyming - Vocabulary - Poetry - Read aloud - Literacy activities - Mathematics <ul style="list-style-type: none"> - Counting - Addition/ Subtraction 	<ul style="list-style-type: none"> - Is this galloping music or walking music? - What are my favorite songs and activities from kindergarten music? - How will you act on stage? - What is your part in the performance? - What are some things that you need to remember when you are on stage?