# HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS MUSIC CURRICULUM KINDERGARTEN GENERAL MUSIC AUGUST 2019

# Kindergarten General Music Course Overview

Kindergarten General Music is a year-long course for all Kindergarten students. The class meets for 40 minutes, once every six days for a total of about 30 classes per year.

The Kindergarten General Music Curriculum provides our students with entry level music experience and content knowledge. This includes a strong focus in the areas of steady beat and rhythm, melody and vocal production, expression, and instruments.

The curriculum is aligned with the National Core Arts Standards and New Jersey Core Curriculum Standards as follows:

### **National Core Arts Standards**

### Creating

MU:Cr1.1.Ka With guidance, explore and experience music concepts(such as beat and melodic contour).

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.

MU:Cr3.1.Ka With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.

### **Performing**

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.2.Ka With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

MU:Pr6.1.Ka With guidance, perform music with expression.

MU:Pr6.1.Kb Perform appropriately for the audience.

### Responding

MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept(such as beat or melodic direction) is used in music.

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

### Connecting

MU:Cn10.0.Ka Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Pr4.2.Ka With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected to perform.

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

## New Jersey Core Curriculum Standards Visual and Performing Arts

- 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.
- 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.
- **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
- 1.4 Aesthetic Responses & 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.

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Steady		MU: Cr1.1.Ka,	How do musicians	Musicians' creative	Perform and	Teacher will	Literacy - Speak	9.1.4.A.1 Recognize
Beat and			make creative	choices are influenced	identify steady	assess	audibly and	a problem and
Rhythm		MU:Cr1.1.Kb,	decisions?	by their expertise,	beat of music	students'	express thoughts,	brainstorm ways to
ľ				context, and	from a variety of	understandings	feelings, and	solve the problem
		MU:Cr2.1.Ka,	How do musicians	expressive intent.	cultures and	through	ideas clearly.	individually or
		MUCCLE	improve the quality	3.4 · · · · 1 .4	historical	performance	3.6.1	collaboratively.
		MU:Cr3.1.Ka	of their creative work and/or their	Musicians valuate, and refine their work	periods.	assessments	Mathematics -	9.1.4.A.2 Evaluate
		MU:Cr3.2.Ka,	performance?	through openness to	Perform and	utilizing verbal and	Directly compare two objects with	available resources
		MU.Crs.2.Ka,	performance?	new ideas, persistence,	identify steady	kinesthetic	a measurable	that can assist in
		MU:Re7.2.Ka,	How do performers	and the application of	beat in songs at a	responses.	attribute in	solving problems.
		WIO.RC7.2.Ra,	interpret musical	appropriate criteria.	variety of	responses.	common, to see	sorving problems.
		MU:Re7.2.Ka,	works?	appropriate criteria.	tempos.		which object has	9.1.4.A.5 Apply
		,		Musicians'	<b>F</b>		"more/less" of an	critical thinking and
		MU:Cn10.0.Ka	How does	presentation of	Rhythmic values		attribute.	problem-solving
			understanding the	creative work is the	in iconic			skills in classroom
			structure and	culmination of a	representations.		Science -	and family settings.
			context of music	process of creation			Communicate	
			inform a response?	and communication	Aurally and		and justify	9.1.4.B.1 Participate
					kinesthetically		explanations with	in brainstorming
			How do we judge	Performers make	respond to		reasonable and	sessions to seek
			the quality of	interpretive decisions	rhythmic		logical	information, ideas,
			musical work(s) and performance(s)?	based on their understanding of	concepts from a variety of		arguments.	and strategies that foster creative
			performance(s)?	context and expressive	cultures,		Social Studies -	thinking.
			How does	intent.	historical periods		Learn about and	umking.
			developing our	ment.	and genres.		respect other	9.1.4.C.1 Practice
			sense of beat and	Musicians judge	and genres.		cultures within	collaborative skills
			rhythmic skills	performance based on			the classroom and	in groups and
			make us stronger	criteria that vary			community.	explain how these
			musicians?	across time, place, and				skills assist in
				cultures.				completing tasks in
			How does our					different settings (at
			knowledge of	The context and how a				home, in school,
			rhythm impact our	work is presented				and during play).
			aural experience?	influence the audience				

2.1 Use ye oral and unication in
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interactions
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ultures
interactions
and outside
classroom.
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classroom
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Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Melody and		MU:Cr1.1.Ka,	How do	Musicians'	Differentiate	Teacher will assess	Literacy - Speak	9.1.4.A.1
Vocal			musicians make	creative choices	between high and	students'	audibly and	Recognize a
Production		MU:Cr1.1.Kb	creative	are influenced	low pitches.	understandings	express thoughts,	problem and
			decisions?	by their		through	feelings, and	brainstorm
		MU:Cr2.1.Ka,		expertise,	Audiate simple	performance	ideas clearly.	ways to solve
			How do	context, and	melodies and	assessments		the problem
		MU:Cr3.1.Ka	musicians	expressive	patterns.	utilizing verbal and	Mathematics -	individually or
			improve the	intent.		kinesthetic	Directly compare	collaboratively.
		MU:Cr3.2.	quality of their		Sing in tune alone	responses.	two objects with	
			creative work	Musicians	and with others.		a measurable	9.1.4.A.2
			and/or their	evaluate, and		Melody and Vocal	attribute in	Evaluate
		MU:Re7.2.Ka	performance?	refine their work	Identify the uses of	Production	common, to see	available
				through	the voice (whisper,		which object has	resources that
		MU:Re7.2.Ka,	How do	openness to new	speak, shout and		"more/less" o	can assist in
			performers	ideas,	sing).		f an attribute.	solving
		MU:Cn10.0.Ka	interpret	persistence, and				problems.
			musical works?	the application	Develop and build		Science -	
				of appropriate	repertoire.		Communicate	9.1.4.A.5 Apply
			How does	criteria.			and justify	critical thinking
			understanding		Use appropriate		explanations with	and problem-
			the structure	Musicians'	terminology when		reasonable and	solving skills in
			and context of	presentation of	describing vocal use		logical	classroom and
			music inform a	creative work is	and music		arguments.	family settings.
			response?	the culmination	performances.			
				of a process of			Social Studies -	9.1.4.B.1
			How do we	creation and			Learn about and	Participate in
			judge the	communication			respect other	brainstorming
			quality of				cultures within	sessions to seek
			musical work(s)	Performers			the classroom and	information,
			and	make			community.	ideas, and
			performance(s)?	interpretive				strategies that
				decisions based				foster creative
			Why do people	on their				thinking.
			sing?	understanding of				
				context and				9.1.4.C.1
								Practice

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	How can I use	expressive		collaborative
	my voice to	intent.		skills in groups
	make sounds	3.6		and explain
	and music?	Musicians judge		how these skills
		performance		assist in
	How can I	based on criteria		completing
	change the	that vary across		tasks in
	sound of my	time, place, and		different
	voice to match	cultures. The		settings (at
	the sounds I	context and how		home, in
	hear in music?	a work is		school, and
		presented		during play).
		influence the		
		audience		9.1.4.D.1 Use
		response.		effective oral
				and written
		Response to		communication
		music is		in face-to-face
		informed by		and online
		analyzing		interactions and
		context (social,		when
		cultural, and		presenting to an
		historical) and		audience.
		how creators		
		and performers		9.1.4.D.3
		manipulate the		Demonstrate an
		elements of		awareness of
		music.		one's own
				culture and
		Musicians		other cultures
		connect their		during
		personal		interactions
		interests,		within and
		experiences,		outside of the
		ideas, and		classroom.
		knowledge to		
		creating,		9.1.4.F.2
		performing, and		Establish and
		responding.		follow
		Toponomia.		performance
				goals to guide
		1		Sours to guide

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Melody is one	progress in
of the building	assigned areas
blocks for the	of responsibility
creation of	and
music.	accountability
	during
The	classroom
manipulation of	projects and
melody allows	extra-curricular
the musician to	activities.
create	
meaningful	CRP1. Act as a
music.	responsible and
	contributing
Music has	citizen and
melodies which	employee.
can be felt,	
perceived,	CRP4.
performed and	Communicate
notated.	clearly and
	effectively and
Music can evoke	with reason.
an emotional	
response. Music	CRP6.
has its own	Demonstrate
accepted	creativity and
vocabulary that	innovation.
provides a	
means to	CRP8. Utilize
discuss, analyze,	critical thinking
and evaluate	to make sense
music.	of problems and
	persevere in
	solving them.

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
	Pacing	National		C		Formative &		Life & Career
			interpretations acceptable?	make interpretive decisions based on their understanding of context and			community.	ideas, and strategies that foster creative thinking.  9.1.4.C.1 Practice

expressive	collaborative
intent.	skills in groups
	and explain
Musicians judge	how these skills
performance	assist in
based on criteria	completing
that vary across	tasks in
time, place, and	different
cultures. The	settings (at
context and how	home, in
a work is	school, and
presented	during play).
influence the	during play).
audience	9.1.4.D.1 Use
response.	effective oral
response.	and written
Response to	communication
music is	in face-to-face
informed by	and online
analyzing	interactions and
context (social,	when
cultural, and	presenting to an
historical) and	audience.
how creators	addience.
	9.1.4.D.3
and performers manipulate the	Demonstrate an
elements of	awareness of
music.	one's own
music.	culture and
Musicians	
	other cultures
connect their	during
personal	interactions
interests,	within and
experiences,	outside of the
ideas, and	classroom.
knowledge to	
creating,	9.1.4.F.2
performing, and	Establish and
responding.	follow
	performance
	goals to guide

	Expression	progress in
	manipulates the	assigned areas
	building blocks	of responsibility
	for the creation	and
	of music.	accountability
		during
	The	classroom
	manipulation of	projects and
	these elements	extra-curricular
	allows the	activities.
	musician to	
	create	CRP1. Act as a
	meaningful	responsible and
	music.	contributing
		citizen and
	Music has	employee.
	expressive	
	elements which	CRP4.
	can be felt,	Communicate
	perceived,	clearly and
	performed and	effectively and
	notated.	with reason.
	Music can evoke	CRP6.
	an emotional	Demonstrate
	response.	creativity and
		innovation.
	Music has its	
	own accepted	CRP8. Utilize
	vocabulary that	critical thinking
	provides a	to make sense
	means to	of problems and
	discuss, analyze,	persevere in
	and evaluate	solving them.
	music.	
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Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Instruments		MU:Pr4.1.Ka,	How do musicians	Musicians' creative	Demonstrate	Teacher will	Literacy - Speak	9.1.4.A.1
			make creative	choices are influenced	proper care and	assess	audibly and	Recognize a
		MU:Pr4.2.Ka,	decisions?	by their expertise,	use of	students'	express thoughts,	problem and
				context, and	classroom	understandings	feelings, and	brainstorm ways to
		MU:Pr4.3.Ka,	How do musicians	expressive intent.	instruments.	through	ideas clearly.	solve the problem
			improve the quality			performance		individually or
		MU:Pr5.1.Ka,	of their creative	Musicians evaluate,	Demonstrate	assessments	Mathematics -	collaboratively.
			work and/or their	and refine their work	proper playing	utilizing verbal	Directly compare	
		MU:Pr5.1.Kb,	performance?	through openness to	technique on a	and kinesthetic	two objects with	9.1.4.A.2 Evaluate
				new ideas, persistence,	variety of	responses.	a measurable	available resources
		MU:Pr6.1.Ka,	How do performers	and the application of	instruments.		attribute in	that can assist in
			interpret musical	appropriate criteria.			common, to see	solving problems.
		MU:Pr6.1.Kb,	works?		Perform steady		which object has	
		NATE OF THE	** 1	Musicians'	beat, rhythmic		"more/less" of an	9.1.4.A.5 Apply
		MU:Re8.1.Ka,	How does	presentation of	motifs and		attribute.	critical thinking
		MUDOLU	understanding the	creative work is the	melodies on		G ·	and problem-
		MU:Re9.1.Ka	structure and	culmination of a	instruments.		Science -	solving skills in
			context of music	process of creation and communication	Use		Communicate	classroom and
			inform a response?	and communication			and justify explanations with	family settings.
			How do we judge	Performers make	appropriate labels when		reasonable and	9.1.4.B.1
			the quality of	interpretive decisions	categorizing or		logical	Participate in
			musical work(s)	based on their	discussing		_	brainstorming
			and	understanding of	instruments.		arguments.	sessions to seek
			performance(s)?	context and expressive	msu uments.		Social Studies -	information, ideas,
			performance(s):	intent.	Analyze timbre		Learn about and	and strategies that
			How does	michi.	of instruments		respect other	foster creative
			developing our	Musicians judge	in context with		cultures within	thinking.
			playing skills make	performance based on	history and		the classroom and	
			us stronger	criteria that vary	culture.		community.	9.1.4.C.1 Practice
			musicians?	across time, place, and				collaborative skills
				cultures. The context	Match			in groups and
			How can we use	and how a work is	classroom			explain how these
			instruments to add	presented influence	instruments to			skills assist in
			new elements to	the audience response.	characters or			completing tasks in
			other art forms?		events in a			different settings

What is proper playing technique to create a good tone?  How do I classify instruments by technique?	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  Instrumental music is a form of musical	story based on an instrument's timbre.		(at home, in school, and during play).  9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.  9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures
	Instrumental music has expressive elements which can be felt, perceived, performed and notated.  Instrumental music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.			performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra- curricular activities.  CRP1. Act as a responsible and contributing citizen and employee.

			CRP4. Communicate clearly and effectively and with reason.
			CRP6. Demonstrate creativity and innovation.
			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

# **BIBILIOGRAPHY**

150 American Folk Songs to Sing, Read, and Play by Katalin Komlos

150 Rounds for Singing and Teaching by Edward Bolkovac and Judith Johnson

American Folk Songs for Children by Ruth Crawford Seeger

Conversational Solfege Level I by John M. Feirerabend

Dalcroze Eurhythmics in Today's Music Classroom by Virginia Hoge Mead.

Making Music series, published by Silver, Burdett and Ginn

The Music Connection series, Published by Silver, Burdett and Ginn

# WEBLIOGRAPHY

www.classicsforkids.com

www.classicsforkids.com/games/ (Music Games)

www.creatingmusic.com

www.dsokids.com (Dallas Symphony Orchestra Kids)

www.onlinesequencer.net

www.sfskids.org (San Francisco Symphony Orchestra)

www.sphinxkids.org

www.oyunlar1.com/musicgames.asp (Music Games)

www.agame.com/games/music/music.html (Music Creation Game)

# ASSOCIATED JOBS LIST BY UNIT

Topic I: Rhythm and Beat	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
<b>Topic II:</b> Melody and Vocal Production	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
Topic III: Expression	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
Topic IV: Instruments	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher