

Shakopee Public School District 720

Kindergarten

General Music Curriculum



Updated Summer 2014

Kindergarten Essential Skills:

These are skills that learners must know in order to master the Essential Learning.
Teachers determine the time needed on each skill in order to master the Essential Learning.

	Reading/Notating	Production (Singing/Playing)	Analysis/Creating
1st Quarter	Identify sound versus silence (0.4.1.3.1.)	Experiment with vocal effects (0.2.1.3.1)	
2nd Quarter	Identify times of steady beat versus times with no steady beat (0.4.1.3.1)	Uses each of the 4 voice timbres- singing, speaking, whispering and shouting (0.1.2.3.2)	
3rd Quarter	Perform a steady beat using body percussion along with a simple bordun and/or quarter note pattern (0.3.1.3.1)	Sing simple songs with classmates, while accompanied by either piano or recording (0.3.1.3.1)	Identify loud and quiet sounds in music (0.4.1.3.1)
4th Quarter	Accurately read rhythms using quarter notes, paired eighth notes, and quarter rests using picture cards (see examples on p. 108 & 141 in GAMEPLAN and Visual Cards #14 pre-rhythm cards in GAMEPLAN) for rhythm of the words (0.1.2.3.2)	Accurately echo a 2-pitch pattern (0.1.2.3.2)	Identify fast and slow tempo in music (0.4.1.3.1)

Kindergarten Grade Essential Learning



These are the core competencies that all learners must know upon completion of the ; the concepts that will be **graded** throughout the year. Rubrics for each Essential Learning are on the following pages.

Element of Music

Essential Learning (Graded)

BEAT/RHYTHM

Sound vs. Silence

(Game plan book suggestions:

p.2,3,6,7,9,11,21,24,28,29,34,121,123)

Recognize steady beat in music (as opposed to no beat)

Steady beat

Explore simple rhythm patterns using picture cards

PITCH/MELODY

Explore vocal sounds

Explore uses of the voice including: singing, speaking, whispering and shouting

Sing in a group with accompaniment

Sing with accurate pitch

HARMONY

Not assessed in Kindergarten

FORM

Not assessed in Kindergarten

TIMBRE

Not assessed in Kindergarten

EXPRESSIVE QUALITIES

Perceive and respond to loud and quiet sounds

Explore fast and slow tempo

GENRE/STYLE

Not assessed in Kindergarten

"I CAN" Statements for Kindergarten

1st Quarter "I CAN" statements

"I CAN" sing a welcome song
"I CAN" use my voice in different ways
"I CAN" make my voice go high and low
"I CAN" move safely in the music room
"I CAN" move to sound and stop to silence

2nd Quarter "I CAN" statement

"I CAN" point to the voice I hear
"I CAN" use my 4 different voices
"I CAN" show a steady beat
"I CAN" play an instrument to a steady beat

3rd Quarter "I CAN" statements

"I CAN" sing a song with my class
"I CAN" show a steady beat
"I CAN" clap the rhythm of the words
"I CAN" respond to loud and quiet music

4th Quarter "I CAN" statements

"I CAN" echo a song with 2 pitches
"I CAN" clap the rhythm of the words
"I CAN" respond to fast and slow tempos in music



END OF UNIT ASSESSMENT and RUBRIC

Grade: Kindergarten

Element of Music: Pitch/Melody

Assessment: Use the “Voice Jar” where kids pick a picture of a face and make a sound that reflects that face.



Assessed: Quarter 1

Grade given: Highest grade achieved within the quarter

Report Card Strand: Production

Common Resources: Game Plan Book: pgs.3,4,5,7,18,19

Grade	Rubric
E	Student can consistently and independently make appropriate sound with their voice
3	Student can independently make appropriate sound with their voice most of the time
2	Student can make appropriate sound with their voice, with teacher assistance
1	Student does not attempt to make a sound

END OF UNIT ASSESSMENT and RUBRIC

Grade: Kindergarten

Element of Music: Pitch/Melody

Assessment: P. 67 in Game Plan book (Voice cards), students point to the card they hear

Assessed: Quarter 2

Grade given: On final assessment

Report Card Strand: Production

Common Resources: Game Plan Book: Speech activities pgs:34,36-43,45,47,49,51,52,54,56,57,61,62 Singing activities pgs: 35,37,40,42-46,48,49,52,53,55,58,60,62,63,65,67

Grade	Rubric
E	Student can demonstrate the various voices independently
3	Student can point to the voice they hear consistently and independently
2	Student can point to the voice they hear with some teach assistance
1	Student does not attempt

END OF UNIT ASSESSMENT and RUBRIC

Grade: Kindergarten

Element of Music: Rhythm and Beat

Assessment: p.47 in Game Plan book. Each student is assigned one of the instruments shown in the chart. Students follow (read) the pictures and play their instruments when that instrument comes up on the chart.

Assessed: Quarter 2

Grade given: On final assessment

Report Card Strand: Read and Notate

Common Resources: Game Plan Book: pgs.36,38,42,44,46,51,58,65

Grade	Rubric
E	Student independently and consistently plays their instrument when it comes up on the chart
3	Student plays their instrument when it comes up on the chart with minimal mistakes
2	Students needs teacher assistance to play their instrument with it comes up on the chart
1	Student does not attempt

END OF UNIT ASSESSMENT and RUBRIC

Grade: Kindergarten

Element of Music: Pitch/Melody

Assessment: P. 118 “What Did You See?” Students sings along with the class

Assessed: Quarter 3

Grade given: On final assessment

Report Card Strand: Production

Common Resources: Game Plan Book:

pgs.68,70,71,73,75,77,78,82,84,85,86,87,88,89,91,92,95,97

Grade	Rubric
E	Student volunteers to perform a solo
3	Student sing with class consistently
2	Student sings with class some of the time
1	Student does not attempt to sing

END OF UNIT ASSESSMENT and RUBRIC

Grade: Kindergarten

Element of Music: Expression

Assessment: p.82 “Yankee Doodle” (follow book’s direction)

Assessed: Quarter 3

Grade given: On final assessment

Report Card Strand: Read and Notate

Common Resources: Game Plan Book: pgs. 69,71,72,73,75,77,79,81,82,83,88,89,92,94,98

Grade	Rubric
E	Student independently and consistently follows the beat
3	Student follows the beat with some teacher assistance
2	Students does not follow the beat
1	Student does not attempt

END OF UNIT ASSESSMENT and RUBRIC

Grade: Kindergarten

Element of Music: Expression

Assessment: p.97 in Game Plan book – follow directions in book

Assessed: Quarter 3

Grade given: On final assessment

Report Card Strand: Analysis

Common Resources: Game Plan Book: pgs. 67,73,97

Grade	Rubric
E	Student independently and consistently identifies the correct dynamic
3	Student identifies the correct dynamic most of the time
2	Students does not identify the correct dynamic
1	Student does not attempt

END OF UNIT ASSESSMENT and RUBRIC

Grade: Kindergarten

Element of Music: Melody

Assessment: p.120 Assessment #4 “Corn Carrot Song”

Assessed: Quarter 4

Grade given: On final assessment

Report Card Strand: Production

Common Resources: Game Plan Book: pgs. 99-132

Grade	Rubric
E	Student accurately matches so-mi pitch after teacher model consistently
3	Student accurately matches so-mi pitch after teacher model most of the time
2	Student uses singing voice, but does not accurately matche so-mi pitch after teacher model
1	Student does not attempt

END OF UNIT ASSESSMENT and RUBRIC

Grade: Kindergarten

Element of Music: Rhythm and Beat

Assessment: Students are given picture cards and asked to speak the words and clap the rhythm of the words

Assessed: Quarter 4

Grade given: On final assessment

Report Card Strand: Read and Notate

Common Resources: Game Plan Book: pgs.74,98,99,101,108,109,112,115,119,122,127

Grade	Rubric
E	Student accurately and independently clap the rhythm of the words
3	Student accurately claps the rhythm of the words with minimal teacher assistance
2	Student clap the rhythm of the words with teacher assistance
1	Student does not attempt

END OF UNIT ASSESSMENT and RUBRIC

Grade: Kindergarten

Element of Music: Expression

Assessment: p.121 in Game Plan book, “Head and Shoulders”. Assess students keeping up to the various tempos.

Assessed: Quarter 4

Grade given: On final assessment

Report Card Strand: Analyze

Common Resources: Game Plan Book: pgs.5,16,37,64,75,119,121,131

Grade	Rubric
E	Student accurately and independently follows the various tempos
3	Student follows the various tempos with minimal teacher assistance
2	Student follows the various tempos with teacher assistance
1	Student does not attempt

Kindergarten Grade Vocabulary Check List

Sing, speak, whisper, shout

Echo

Rhyme

High

Low

Steady beat

Pulse

Tempo

Rhythm

Pitch

So and mi

Loud and quiet

Fast and slow

