

Kindergarten Music Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Unit One – Off to School	7 days	--
Unit Two – Learning New Things	7 days	14 days
Unit Three – All About Me	8 days	22 days
Unit Four – Ways to Travel	8 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Music sessions during the course of the year.

Pemberton Township School District

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Unit Title: Unit 1: Off to School

Stage 1: Desired Results

Standards & Indicators:

1.1.2.B.1; 1.1.2.B.2; 1.1.2.B.3; 1.2.2.A.1; 1.2.2.A.2; 1.3.2.B.2; 1.3.2.B.3; 1.4.2.B.1

21st Century Standards: CRP2, CRP6, 9.3.12.AR.3

Central Idea / Enduring Understanding:

- I can use different motions to respond to loud and soft sounds.
- The four voices are Whispering, Speaking, Calling and Singing.
- Keeping a steady beat allows me to perform with others
- I can use different motions to respond to loud and soft sounds.
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- How do I show the difference between loud and soft?
- What are the four voices?
- Why do I need to keep a steady beat?
- How do I tell the difference between high and low sounds?
- How is music from other places different?

Content:

- Dynamics
- Tone Color
- Beat
- Melody
- Style

Skills(Objectives):

- Identify loud and soft
- Echo-speak with vocal inflections
- Identify and use all four voices
- Recognize high and low pitches
- Recognize music from diverse cultures
- Develop understanding of musical concepts using selections from diverse cultures

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1.1: Vocal tone color

- Echo-speak with vocal inflection
- Say own name in an echo game

Session 1.2: Vocal tone color

- Echo-speak a rhyme with gestures
- Sing a song (using singing voice)

Session 1.3: Beat

- Keep the beat with recorded music, imitating teacher
- Pat the beat, following teacher, while echoing a poem

Session 1.4: Dynamics, loud and soft

- Play drums loudly and softly
- Sit up or lie down to show whether sounds are loud or soft

Resources:

"Share the Music" CD 1 Tracks 9, 10 & 11
Musical Instruments Master: hand drum

"Share the Music" CD 1 Tracks 10, 11, 12 13 & 14

"Share the Music" CD 1 Tracks 14, 15 & 16
Resource Master 1-1 (practice)

"Share the Music" bigbook pages 2-3
"Share the Music" CD 1 Tracks 10, 13 & 17
hand drums

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Session 1.5: Vocal tone color <ul style="list-style-type: none">• Point to indicate recognition of one of the four voice functions heard• Stand and sit to identify speaking and singing voice functions used in echoing a song		“Share the Music” bigbook pages 4-5 “Share the Music” CD 1 Tracks 17, 18, 19, 20, 21 & 22 Resource Master 1-2 (practice)	
Session 1.6: Beat <ul style="list-style-type: none">• Move with the steady beat of a song• Create and perform a steady beat with a recorded selection		“Share the Music” CD 1 Tracks 15, 23, 24 & 25 Resource Master 1-3 (practice)	
Session 1.7: Pitch, upward and downward <ul style="list-style-type: none">• Move upward and downward to the melody of a listening selection• Show downward melodic direction with hand gestures with part of a song		“Share the Music” CD 1 Tracks 16, 22, 26, 27, & 28 Resource Master 1-4 (listening map)	
<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Pitched instruments Two part harmony Visual Presentation Opportunity to Assist Peers Solo Demonstrations for Class Independent Study Accelerated Study Use of technology Student Choice	Pitched instruments Two part harmony Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Guided Practice	Unpitched instruments Speak-Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Rhythm Games Word Banks	Unpitched instruments Speak Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Additional Rhythm Games Extra Teacher Assistance Reduced Workload

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Unit Title: Unit 2: Learning New Things

Stage 1: Desired Results

Standards & Indicators:

1.1.2.B.1; 1.1.2.B.2; 1.1.2.B.3; 1.2.2.A.1; 1.2.2.A.2; 1.3.2.B.2; 1.3.2.B.3; 1.4.2.B.1

21st Century Standards: CRP2, CRP6, 9.3.12.AR.3

Central Idea / Enduring Understanding:

- I can use different motions to respond to loud and soft sounds.
- The four voices are Whispering, Speaking, Calling and Singing.
- Keeping a steady beat allows me to perform with others
- I can use different motions to respond to loud and soft sounds.
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- How do I show the difference between loud and soft?
- What are the four voices?
- Why do I need to keep a steady beat?
- How do I tell the difference between high and low sounds?
- How is music from other places different?

Content:

- Dynamics
- Tone Color
- Beat
- Rhythm
- Form/Structure
- Style

Skills(Objectives):

- Distinguish between loud and soft
- Perform sound effects
- Identify and use steady beat
- Recognize and use long and short
- Identify part of a piece with steady beat
- Recognize music from diverse cultures
- Develop understanding of musical concepts using selections from diverse cultures

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 2.1: Beat

- Move with the steady beat
- Move to show which part of a speech piece has a steady beat

Session 2.2: Duration, long and short

- Sing a song with long, sustained sounds, and then with short sounds
- Sing a song, creating a version with long and short segments by following pictorial representation of long and short on the board

Resources:

"Share the Music" CD 2 Tracks 1, 2, 3 & 4
Signing Master S-K-1 (Counting Song)

"Share the Music" CD 2 Tracks 4 & 5
Resource Master 2-1 (practice)

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Session 2.3: Beat/Shared Space <ul style="list-style-type: none">• Create the shape of an alphabet letter with a partner in shared space• While singing, move to form a group circle, following the directions of a song text		"Share the Music" CD 2 Tracks 5, 6 & 7	
Session 2.4: Steady Beat <ul style="list-style-type: none">• Pat and walk with the steady beat to a listening selection• Play instruments with the steady beat during part of a song		"Share the Music" bigbook pages 8-9 "Share the Music" CD 2 Tracks 1, 2, 8, 9 & 10 Rhythm Sticks Musical Instruments Masters hand drum, triangle, woodblock	
Session 2.5: Long and short <ul style="list-style-type: none">• Perform prescribed movements in response to longer and shorter sounds in a listening selection• Point to representation for long and short appropriately with a speech piece		"Share the Music" bigbook pages 10-11 "Share the Music" CD 2 Tracks 4, 11, 12, 13 & 14	
Session 2.6: Tone color/Ways of using the voice <ul style="list-style-type: none">• Perform the sound effects for a story using whispering, speaking and singing voices• Identify and use voices for speaking and singing in different sections of a game		"Share the Music" CD 2 Tracks 8, 10, 14, 15 & 16 Resource Master 2-2 (listening map) Resource Master 2-3 (practice)	
Session 2.7: Tone color <ul style="list-style-type: none">• Play percussion instruments following visual cues given by a conductor• Play long and short sounds on percussion instruments, with and without a steady beat, while following a listening selection		"Share the Music" bigbook pages 12-13 "Share the Music" CD 2 Tracks 2, 7, 13 & 16 drums, woodblocks, triangles Resource Master 2-4 (listening map)	
Differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Opportunity to Assist Peers Solo Demonstrations for Class	Use of SmartBoard or Projector for Lesson/Presentation Use of a Variety of Media to Present Information	Receive Assistance from Peers Rhythm Games	Additional Rhythm Games Extra Teacher Assistance

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Unit Title: Unit 3: All About Me

Stage 1: Desired Results

Standards & Indicators:

1.1.2.B.1; 1.1.2.B.2; 1.1.2.B.3; 1.2.2.A.1; 1.2.2.A.2; 1.3.2.B.2; 1.3.2.B.3; 1.4.2.B.1

21st Century Standards: CRP2, CRP6, 9.3.12.AR.3

Central Idea / Enduring Understanding:

- Keeping a steady beat allows me to perform with others
- I can use either one or two words/syllables to demonstrate one or two sounds in a beat
- I can use different motions to respond to long and short sounds.
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- Why do I need to keep a steady beat?
- How do I demonstrate one or two sounds to a beat?
- How do I show the difference between long and short sounds?
- How is music from other places different?

Content:

- Rhythm
- Melody
- Form/Structure
- Style/Background

Skills(Objectives):

- Identify and use long and short
- Distinguish between one or two sounds to a beat aurally
- Distinguish between higher and lower pitches
- Move to show sections
- Recognize music from diverse cultures
- Develop understanding of musical concepts using selections from diverse cultures

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 3.1: Rhythm/Long and short

- Say words long and short, following icons
- Raise a hand when long sounds are heard

Session 3.2: Pitch/High and low

- Move at high and low levels to show distinction between high and low in recorded music

Session 3.3: Movement/walk and jog

- Walk and sing during the refrain of a song
- Jog with a song
- Walk and jog as decided with different sections of a recorded selection

Resources:

"Share the Music" CD 2 Tracks 34 & 35
Resource Master 3-1 (practice)

"Share the Music" CD 2 Tracks 34, 36, 37, 38 & 39
Signing Master S-K-2 (Twinkle, Twinkle, Little Star)
Melody Bells

"Share the Music" CD 2 Track 36
"Share the Music" CD 3 Tracks 1, 2 & 3
Resource Master 3-2 (listening map)
Signing Master S-K-3 (Bell Horses)

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<u>Session 3.4: Rhythm/Experiencing 1 and 2 sounds on a beat</u> <ul style="list-style-type: none">• Walk to a word with one syllable and jog to a word with two syllables• Walk and jog as decided with different sections of a recorded selection		“Share the Music” bigbook pages 20-21 “Share the Music” CD 2 Track 35 “Share the Music” CD 3 Tracks 4, 5 & 6 Resource Master 3-3 (listening map)	
<u>Session 3.5: Pitch/High and low</u> <ul style="list-style-type: none">• Move on higher and lower levels to show recognition of higher and lower sounds in a recorded selection• Move on higher and lower levels to pantomime a story		“Share the Music” bigbook pages 22-23 “Share the Music” CD 2 Tracks 36 & 39 “Share the Music” CD 3 Track 7	
<u>Session 3.6: Tone color/High and low</u> <ul style="list-style-type: none">• Play larger and smaller instruments to produce higher and lower sounds• Play instruments with a story using higher and lower sounds to match characters		“Share the Music” bigbook pages 24-25 “Share the Music” CD 3 Tracks 2, 7 & 8 Temple Blocks Paper Cups	
<u>Session 3.7 and 3.8: Tone color</u> <ul style="list-style-type: none">• Make movements that take a long or short time in response to different characters in a story• Tough body parts with left or right hands in response to a song• Move specific body parts, following the directions in the words of a song		“Share the Music” CD 2 Track 39 “Share the Music” CD 3 Tracks 5, 7, 8 & 9	
<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Opportunity to Assist Peers Solo Demonstrations for Class	Use of SmartBoard or Projector for Lesson/Presentation Use of a Variety of Media to Present Information	Receive Assistance from Peers Rhythm Games	Additional Rhythm Games Extra Teacher Assistance

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Unit Title: Unit 4: Ways to Travel

Stage 1: Desired Results

Standards & Indicators:

1.1.2.B.1; 1.1.2.B.2; 1.1.2.B.3; 1.2.2.A.1; 1.2.2.A.2; 1.3.2.B.2; 1.3.2.B.3; 1.4.2.B.1

21st Century Standards: CRP2, CRP6, 9.3.12.AR.3

Central Idea / Enduring Understanding:

- Keeping a steady beat allows me to perform with others
- The four voices are Whispering, Speaking, Calling and Singing.
- I can use either one or two words/syllables to demonstrate one or two sounds in a beat
- I can use different motions to respond to high and low sounds.
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- Why do I need to keep a steady beat?
- What are the four voices?
- How do I demonstrate one or two sounds to a beat?
- How do I show the difference between high and low sounds?
- How is music from other places different?

Content:

- Tempo
- Vocal Tone Color
- Beat/Meter
- Melody
- Form/Structure
- Style/Background

Skills(Objectives):

- Identify and fast or slow
- Speak/sing high and low
- Pat the beat while matching movements
- Identify upward and downward
- Move to show recognition of verses in a song
- Recognize music from diverse cultures
- Develop understanding of musical concepts using selections from diverse cultures

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 4.1: Pitch

- Walk to the steady beat of a poem
- Move up and down in response to melodic direction

Session 4.2: Tempo

- Sing a song at fast, medium and slow tempos as directed
- Move faster and slower while listening to a recording of a song

Session 4.3: Movement

- Walk or gallop in response to musical cues
- Gallop and walk at appropriate tempos to parts of a song

Resources:

"Share the Music" CD 3 Tracks 30 & 31
Resource Master 4-1 (practice)

"Share the Music" CD 3 Tracks 30, 31, 32, 33 & 34
Resource Master 4-2 (practice)

"Share the Music" CD 3 Tracks 34, 35, 36 & 37

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<u>Session 4.4: Pitch</u> <ul style="list-style-type: none">• Modulate the speaking voice upward and downward in response to a pictorial shape with a story• Manipulate the pitch of the voice up and down according to visual cues		"Share the Music" bigbook pages 30-31 "Share the Music" CD 3 Tracks 31, 38, 39 & 41 Resource Master 4-3 (practice)	
<u>Session 4.5: Tempo</u> <ul style="list-style-type: none">• Move at the speed of the beat in a song that includes faster and slower tempos• Identify tempo as fast or slow		"Share the Music" bigbook pages 32-33 "Share the Music" CD 3 Tracks 32, 24, 29, 40 & 42	
<u>Session 4.6: Pitch</u> <ul style="list-style-type: none">• Move to show the shape of the melody of a phrase of a song• Trace the shape of a melody, following a visual representation while singing		"Share the Music" bigbook pages 34-35 "Share the Music" CD 3 Tracks 41 & 42 "Share the Music" CD 4 Track 1 Resource Master 4-4 (practice)	
<u>Session 4.7 and 4.8: Pitch</u> <ul style="list-style-type: none">• While singing, move a hand upward and downward to show melodic shape of a phrase of a song		"Share the Music" CD 2 Track 36 "Share the Music" CD 4 Tracks 1 & 2 Resource Master 4-5 (practice) Signing Master S-K-4 (Star Light, Star Bright)	
<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Opportunity to Assist Peers Solo Demonstrations for Class	Use of Smart Board or Projector for Lesson/Presentation Use of a Variety of Media to Present Information	Receive Assistance from Peers Rhythm Games	Additional Rhythm Games Extra Teacher Assistance