

## **Scope and Sequence**

### **Vocal Music – Kindergarten**

#### **Unit: Melody**

- a. Melodies contain high/low and repeated pitches and an overall contour.
- b. Songs use small intervals and limited ranges.
- c. The use of voice and body motions demonstrate melodic contour.
- d. The use of body language and the voice show the mood of a song.

#### **Unit: Rhythm**

- a. The steady beat is felt through movement and instruments.
- b. Sounds are long/short in music.
- c. Rhythm patterns are performed.

#### **Unit: Form**

- a. Parts of music are the same as well as different.
- b. Form is identified by comparing/contrasting objects.
- c. The introduction is an element of form.

#### **Unit: Tone Color**

- a. Instruments, voices, and body sounds are distinctive.
- b. Vocal sounds should be pleasant and appropriate.
- c. Various instruments produce various sounds.

#### **Unit: Tempo**

- a. Movement shows tempos of listening examples or improvised patterns.
- b. Tempos change in music.

#### **Unit: Dynamics**

- a. Songs played on instruments demonstrate loud/soft sounds.
- b. Loud/soft is illustrated by singing and playing instruments.
- c. Identify loud/soft sounds produced vocally or using instruments.

#### **Unit: Appreciation**

- a. Develop a repertoire of holiday and seasonal songs.
- b. Develop listening skills.
- c. Develop the ability to perform, create, and listen to musical sounds.
- d. Success and enjoyment are achieved through participation in musical activities.

## Vocal Music Planned Course – Kindergarten

Unit: **Melody**

Content Standard: **Demonstrate basic singing skills and identify melodic characteristics.**

State Standard: **9.1.KD Demonstrate the ability to express emotions, illustrate an action, or relate an experience.**

**9.3.KA Recognize critical processes used in the examination of works in the arts and humanities: Compare and Contrast, Interpret, Analyze.**

Course Content	Student Performance	Resources	Assessments
A. Melodies Contain High/Low and Repeated Pitches and an Overall Contour	<ul style="list-style-type: none"> <li>Utilize motion to show melodic direction and /or high/low sounds of a listening example, song or pattern</li> <li>Echo sing with teacher imitating melodic direction</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated listening examples, songs, patterns, worksheets, and activities</li> <li>Available building Kindergarten music instructional series, including: <ul style="list-style-type: none"> <li><u>Spotlight On Music</u> (McMillan, 2008)</li> <li><u>Making Music</u> (Silver Burdett, 2002)</li> <li><u>Music Connection</u> (Silver Burdett &amp; Ginn, 1995)</li> <li><u>World Of Music</u> (Silver Burdett &amp; Ginn, 1989)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>
B. Songs Use Small Intervals and Limited Ranges	<ul style="list-style-type: none"> <li>Learn various songs using a limited range</li> </ul>	<ul style="list-style-type: none"> <li>Available building technological resources, including: <ul style="list-style-type: none"> <li>iPod/iTunes</li> <li>GarageBand/Music Ace</li> <li>Keyboards</li> <li>TV-aitor</li> <li>Video conferencing</li> <li>Virtual field trips</li> <li>Supplemental technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>
C. The Use of Voice and Body Motions Demonstrate Melodic Contour	<ul style="list-style-type: none"> <li>Utilize motion to show melodic contour of a listening example, song or pattern</li> <li>Echo sing with teacher imitating melodic contour</li> </ul>		<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>
D. The Use of Body Language and the Voice Show the Mood of a Song	<ul style="list-style-type: none"> <li>Act out emotions while singing appropriate songs</li> </ul>	<ul style="list-style-type: none"> <li>Classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>

## Vocal Music Planned Course – Kindergarten

Unit: **Rhythm**

Content Standard: **Demonstrate steady beat and patterns of long and short sounds.**

State Curriculum Standard: **9.3.KA Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.**

**9.1.KA Know and use the elements and principles of each art form <Music>: Duration.**

**9.1.KB Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles <Music>: Play an instrument.**

Course Content	Student Performance	Resources	Assessments
A. The Steady Beat is Felt through Movement and Instruments	<ul style="list-style-type: none"> <li>Utilize movement and classroom instruments to show steady beat of listening examples and songs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated listening examples, songs, patterns, worksheets, and activities</li> <li>Available building Kindergarten music instructional series, including:               <ul style="list-style-type: none"> <li><u>Spotlight On Music</u> (McMillan, 2008)</li> <li><u>Making Music</u> (Silver Burdett, 2002)</li> <li><u>Music Connection</u> (Silver Burdett &amp; Ginn, 1995)</li> <li><u>World Of Music</u> (Silver Burdett &amp; Ginn, 1989)</li> </ul> </li> <li>Available building technological resources, including:               <ul style="list-style-type: none"> <li>iPod/iTunes</li> <li>GarageBand/Music Ace</li> <li>Keyboards</li> <li>TV-aitor</li> <li>Video conferencing</li> <li>Virtual field trips</li> <li>Supplemental technology</li> </ul> </li> <li>Classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student performance</li> </ul>
B. Sounds are Long/Short in Music	<ul style="list-style-type: none"> <li>Distinguish between long and short sounds in clapped patterns and listening examples</li> </ul>		<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student performance</li> </ul>
C. Rhythm Patterns are Performed	<ul style="list-style-type: none"> <li>Echo teacher-generated rhythm patterns</li> </ul>		<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student performance</li> <li>Rhythm performance</li> </ul>

## Vocal Music Planned Course – Kindergarten

Unit: **Form**

Content Standard: **Identify same/different through aural and visual examples.**

State Curriculum Standard: **9.1.KA Know and use the principles of each art form <Music>: Form.**

**9.3.KA Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.**

**9.3.KE Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.**

Course Content	Student Performance	Resources	Assessments
<p>A. Parts of Music are the Same as Well as Different</p> <p>B. Form is Identified by Comparing/Contrasting Objects</p> <p>C. The Introduction is an element of Form</p>	<ul style="list-style-type: none"> <li>Utilize movement and classroom instruments to show contrasting parts of listening examples and songs</li> <li>Utilize visual aides and manipulatives to show same or different</li> <li>Utilize movement and discussion to identify the introduction of listening examples and songs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated listening examples, songs, patterns, worksheets, and activities</li> <li>Available building Kindergarten music instructional series, including: <ul style="list-style-type: none"> <li><u>Spotlight On Music</u> (McMillan, 2008)</li> <li><u>Making Music</u> (Silver Burdett, 2002)</li> <li><u>Music Connection</u> (Silver Burdett &amp; Ginn, 1995)</li> <li><u>World Of Music</u> (Silver Burdett &amp; Ginn, 1989)</li> </ul> </li> <li>Available building technological resources, including: <ul style="list-style-type: none"> <li>iPod/iTunes</li> <li>GarageBand/Music Ace</li> <li>Keyboards</li> <li>TV-aitor</li> <li>Video conferencing</li> <li>Virtual field trips</li> <li>Supplemental technology</li> </ul> </li> <li>Classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Class discussion</li> <li>Teacher observation</li> <li>Class discussion</li> <li>Peer observation</li> <li>Teacher observation</li> <li>Class discussion</li> </ul>

## Vocal Music Planned Course – Kindergarten

Unit: **Tone Color**

Content Standard: **Identify and differentiate between various instrument sounds and voices.**

State Curriculum Standard: **9.1.KA Know and use the elements of each art form <Music>: Timbre.**

**9.1.KE Demonstrate the ability to define objects in the arts.**

**9.3.KC Know classification skills with materials in the arts.**

**9.3.KF Know how to recognize and identify similar and different characteristics among works in the arts.**

Course Content	Student Performance	Resources	Assessments
A. Instruments, Voices, and Body Sounds are Distinctive	<ul style="list-style-type: none"> <li>Experiment with classroom instruments, voices, and appropriate body sounds</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated listening examples, songs, patterns, worksheets, and activities</li> <li>Available building Kindergarten music instructional series, including:                             <ul style="list-style-type: none"> <li><u>Spotlight On Music</u> (McMillan, 2008)</li> <li><u>Making Music</u> (Silver Burdett, 2002)</li> <li><u>Music Connection</u> (Silver Burdett &amp; Ginn, 1995)</li> <li><u>World Of Music</u> (Silver Burdett &amp; Ginn, 1989)</li> </ul> </li> <li>Available building technological resources, including:                             <ul style="list-style-type: none"> <li>iPod/iTunes</li> <li>GarageBand/Music Ace</li> <li>Keyboards</li> <li>TV-aitor</li> <li>Video conferencing</li> <li>Virtual field trips</li> <li>Supplemental technology</li> </ul> </li> <li>Classroom instruments</li> <li>Band/orchestra instruments</li> </ul>	<ul style="list-style-type: none"> <li>Peer observation</li> <li>Self observation</li> <li>Class discussion</li> </ul>
B. Vocal Sounds Should be Pleasant and Appropriate	<ul style="list-style-type: none"> <li>Distinguish between inside/outside voices, singing/speaking voices, etc.</li> </ul>		<ul style="list-style-type: none"> <li>Peer observation</li> <li>Self observation</li> <li>Class discussion</li> </ul>
C. Various Instruments Produce Various Sounds	<ul style="list-style-type: none"> <li>Experiment with sound production using band and orchestral instruments</li> <li>Correctly identify band and orchestral instruments from listening examples</li> </ul>		<ul style="list-style-type: none"> <li>Class discussion</li> </ul>

## Vocal Music Planned Course – Kindergarten

Unit: **Tempo**

Content Standard: **Identify the difference between fast/slow.**

State Curriculum Standard: **9.1.KA Know and use the elements of each art form <Music>: Intensity.**

**9.1.KD Use knowledge of varied styles within each art form through a performance.**

**9.3.KA Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.**

**9.3.KC Know classification skills with materials in the arts.**

**9.3.KE Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.**

**9.3.KF Know how to recognize and identify similar and different characteristics among works in the arts.**

Course Content	Student Performance	Resources	Assessments
<p>A. Movement Shows Tempos of Listening Examples or Improvised Patterns</p> <p>B. Tempos Change in Music</p>	<ul style="list-style-type: none"> <li>Explore with movement tempos of various listening examples</li> <li>Utilize movement and discussion to show fast/slow tempos of various listening examples</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated listening examples, songs, patterns, worksheets, and activities</li> <li>Available building Kindergarten music instructional series, including:               <ul style="list-style-type: none"> <li><u>Spotlight On Music</u> (McMillan, 2008)</li> <li><u>Making Music</u> (Silver Burdett, 2002)</li> <li><u>Music Connection</u> (Silver Burdett &amp; Ginn, 1995)</li> <li><u>World Of Music</u> (Silver Burdett &amp; Ginn, 1989)</li> </ul> </li> <li>Available building technological resources, including:               <ul style="list-style-type: none"> <li>iPod/iTunes</li> <li>GarageBand/Music Ace</li> <li>Keyboards</li> <li>TV-aitor</li> <li>Video conferencing</li> <li>Virtual field trips</li> <li>Supplemental technology</li> </ul> </li> <li>Classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>Peer observation</li> <li>Self observation</li> <li>Class discussion</li> <li>Teacher observation</li> <li>Class discussion</li> </ul>

## Vocal Music Planned Course – Kindergarten

Unit: **Dynamics**

Content Standard: **Identify and differentiate between loud/soft.**

State Curriculum Standard: **9.1.KA Know and use the elements of each art form <Music>: Intensity.**

**9.1.KD Use knowledge of varied styles within each art form through a performance.**

**9.3.KA Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.**

**9.3.KC Know classification skills with materials in the arts.**

**9.3.KE Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.**

**9.3.KF Know how to recognize and identify similar and different characteristics among works in the arts.**

Course Content	Student Performance	Resources	Assessments
A. Songs Played on Instruments Demonstrate Loud/Soft Sounds	<ul style="list-style-type: none"> <li>Utilize classroom instruments to experiment with loud/soft sounds</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated listening examples, songs, patterns, worksheets, and activities</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self observation</li> </ul>
B. Loud/Soft is Illustrated by Singing – Playing Instruments	<ul style="list-style-type: none"> <li>Utilize classroom instruments and the singing voice to show loud/soft as directed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Available building Kindergarten music instructional series, including:                             <ul style="list-style-type: none"> <li><u>Spotlight On Music</u> (McMillan, 2008)</li> <li><u>Making Music</u> (Silver Burdett, 2002)</li> <li><u>Music Connection</u> (Silver Burdett &amp; Ginn, 1995)</li> <li><u>World Of Music</u> (Silver Burdett &amp; Ginn, 1989)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>
C. Identify Loud/Soft Sounds Produced Vocally or Using Instruments	<ul style="list-style-type: none"> <li>Utilize discussion to compare and contrast loud/soft in listening examples</li> </ul>	<ul style="list-style-type: none"> <li>Available building technological resources, including:                             <ul style="list-style-type: none"> <li>iPod/iTunes</li> <li>GarageBand/Music Ace</li> <li>Keyboards</li> <li>TV-aitor</li> <li>Video conferencing</li> <li>Virtual field trips</li> <li>Supplemental technology</li> </ul> </li> <li>Classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>

## Vocal Music Planned Course – Kindergarten

Unit: **Appreciation**

Content Standard: **Develop a repertoire of age appropriate songs.**

State Curriculum Standard: **9.4.KD Recognize that ideas can be communicated through works in the arts and humanities.**

Course Content	Student Performance	Resources	Assessments
A. Develop a Repertoire of Holiday and Seasonal Songs	<ul style="list-style-type: none"> <li>Learn age appropriate holiday and seasonal songs through teacher guidance</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated listening examples, songs, patterns, worksheets, and activities</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student performance</li> </ul>
B. Develop Listening Skills	<ul style="list-style-type: none"> <li>Utilize verbal directions, songs, and listening activities to develop listening skills</li> </ul>	<ul style="list-style-type: none"> <li>Available building Kindergarten music instructional series, including:                             <ul style="list-style-type: none"> <li><u>Spotlight On Music</u> (McMillan, 2008)</li> <li><u>Making Music</u> (Silver Burdett, 2002)</li> <li><u>Music Connection</u> (Silver Burdett &amp; Ginn, 1995)</li> <li><u>World Of Music</u> (Silver Burdett &amp; Ginn, 1989)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student performance</li> </ul>
C. Develop the Ability to Perform, Create, and Listen to Musical Sounds	<ul style="list-style-type: none"> <li>Experiment with instruments, appropriate body sounds, and voice to create musical sounds</li> <li>Utilize songs, listening examples, and echo and rhythmic activities to create musical sounds</li> </ul>	<ul style="list-style-type: none"> <li>Available building technological resources, including:                             <ul style="list-style-type: none"> <li>iPod/iTunes</li> <li>GarageBand/Music Ace</li> <li>Keyboards</li> <li>TV-aitor</li> <li>Video conferencing</li> <li>Virtual field trips</li> <li>Supplemental technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student performance</li> </ul>
D. Success and Enjoyment are Achieved Through Participation in Musical Activities	<ul style="list-style-type: none"> <li>Utilize songs, games, and instruments to promote participation and enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>Classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student performance</li> </ul>