

## *Kindergarten Music Standards*

### **ARTISTIC PERCEPTION**

#### *Describe basic elements of music:*

##### **Steady Beat**

- Body Percussion
- Playing on classroom instruments

##### **High/Low**

- Tree Game (if note is high, it is placed on branches. If low, it is placed on ground. When ready, play highER and lowER game.)
- Standing/Crouching in response to high and low sounds
- Solfege hand signs

##### **Fast/slow**

- Turtle and cheetah game

##### **Soft/Loud**

- Identifying through speaking and singing voices
- Singing familiar songs in these different voices
- Little and big movements to represent soft and loud sounds
- Haydn's Surprise Symphony

#### *Read, write and perform quarter rest, quarter note and eighth notes:*

- Using "ta, tate and rest" to communicate above note values
- Use cups as symbols to represent the above note values
- Kids will read my cups (this is essentially sight reading)
- Kids will compose their own rhythms using cups (composing)
- Various worksheets to reinforce these concepts
- Sight read rhythm cards

#### *Identify simple musical forms:*

##### **Phrase**

- I play a phrase. Kids must freeze at end of phrase. My phrases will vary in length and meter.

##### **Echo**

- Identify which songs are in this form
- Class will echo various leaders in pitch, rhythm and movement

##### **AB**

- Appropriate movements will reflect the different sections

- Aurally identify the different sections with appropriate movements

**Identify common instruments visually and aurally:**

- Guitar, piano, ukulele, various Orff instruments (glockenspiel, soprano and altos, basses), singing voice, drum
- Using pictures and real instruments to identify visually
- Aurally identify through various listening excerpts

**CREATIVE EXPRESSION**

**Use singing voice to echo short melodic patterns:**

- Use solfege hand signs to reinforce concept of pitch being lower and higher
- Focusing on Do, Re, Mi, So and LA (Pentatonic scale)
- “Cuckoo, where are you?” game
- “Chicken and Basket” game
- Class echoing leaders pitch (according to certain parameters, ex.: 2 or 3 pitches only)

**Sing age-appropriate songs from memory:**

- These will vary throughout the year, depending upon seasons, units, etc.

**Create and improvise simple accompaniments, using body percussion, voice or classroom instruments:**

- Assorted small percussion
- Orff instruments
- Body Percussion (a lot of pat-a-cake play)

**Demonstrate awareness of beat, tempo, dynamics and melodic direction through playing instruments, moving or verbalizing:**

- Teacher assessing child through activities
- Self-assessment
- Peer assessment

**HISTORICAL AND CULTURAL CONTEXT**

**Talk about music and how it is used in celebrations of other cultures:**

- Day of the Dead (El Dia de los Muertos)
- Hannukah
- Christmas

- Chinese New Year
- Native American celebrations

**Use developmentally appropriate movements and activities in responding to various genres and styles of music:**

- Moving to different kinds of music (different cultures and as well as different genres in the Western idiom)
- Listen to selected movements from Vivaldi’s “Four Seasons.” Do interpretive drawing.
- Listen to Beethoven’s *Moonlight Sonata*, then listen to his 9<sup>th</sup> *Symphony*. Draw the difference between the 2 on paper.

**Sing and play simple singing games from various cultures:**

- Che Che Koole
- En Dunde Que Wala Wasa Bembe
- El Capitan
- Zinya Maredu
- New England Collection: many American singing games
- Shoo Fly

## **AESTHETIC VALUING**

**Create movements that correspond to specific music**

- Create as a class, movements we feel are appropriate to the listened to music, and talk about why they are reflective of the music
- 

**Sing or play music with a specific purpose:**

- Work Song
- Lullaby
- Celebration Songs

## **CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

**Describe how ideas or moods are communicated through music**

- Discuss how the elements of music help to create characters or moods
- Apply to listening selections intended for use in the movement category

**Use music with dance, theater, visual arts for storytelling**

- La Mariposa
- Apple Tree
- Orff, Volume I

**Create movements that reflect focused listening**

- Carnival of the Animals
- Selected listening of classical music as suggested in “Kids can listen, kids can move” handbook
- Story of Peer Gynt, from Edvard Grieg’s “In the Hall of the Mountain King”
- Movements that reflect the “Nutcracker” music and story

**Describe how the performance of songs and dances improves after practice and rehearsal**

- Before and after the Winter Program and May Day and selected performances for other classes at Lakeside