

MUSIC CURRICULUM KINDERGARTEN

FIRST SEMESTER (August through mid-January)

OBJECTIVES:

1. Help children find their singing voices, as opposed to speaking voices.
2. Help them feel comfortable singing in front of one another.
3. Develop a joy of music and singing.
4. Introduce them to good music and composers of classical music.
5. Teach them folk song literature and Patriotic songs.

THEORY:

1. Beat; Steady Beat; Rhythm
2. Fast/Slow (Tempo)
3. Loud/Soft (Dynamics)
4. High/Low (Pitch)
5. "Sol-Mi" Name, etc."
6. Ta Ti-ti (Note Reading, including quarter notes and rests; eighth notes and rests; measure; bar line; phrase)

SKILLS:

1. Use of rhythm instruments.
2. Echoing sounds sung by teacher.
3. Acting out songs.
4. Reading rhythms on board.
5. Performing on stage.

SONGS: Appropriate to age group, seasons and holidays. (See Reference List.)

CHRISTMAS SONGS and CHRISTMAS PROGRAM SONGS

LISTENING & MOVEMENT:

Dance & act out *The Nutcracker Suite* by Tchaikovsky (Gr 4 pp 71, 81, 92, 94-97)

Appropriate to age group, seasons and holidays. (See Reference List.)

Dance & act out *Hansel & Gretel* by Humperdinck pp101-103

ASSESSMENT:

1. Ability to read rhythms on board.
2. Ability to write rhythms.
3. Knowledge of term note, measure
4. Ability to clap rhythms and play rhythms on instruments.
5. Participation in singing with group.
6. Ability to sing alone and match pitch.
7. Improvement of ability to match pitch.
8. Improvement of ability to listen and respond; to follow directions.

MUSIC CURRICULUM KINDERGARTEN

SECOND SEMESTER (mid-January through May)

OBJECTIVES:

1. Help children find their singing voices, as opposed to speaking voices.
2. Help them feel comfortable singing in front of one another.
3. Develop a joy of music and singing.
4. Introduce them to good music and composers of classical music.
5. Teach them folk song literature and patriotic songs.
6. Give them an opportunity to act out songs, poems and listening selections.

THEORY:

1. Beat; Steady Beat; Rhythm
2. Fast/Slow (Tempo)
3. Loud/Soft (Dynamics)
4. High/Low (Pitch)
5. "Sol-Mi" Name, etc."
6. Ta Ti-ti (Note Reading continued. Introduce terms quarter note, quarter rest, eighth note, eighth rest, measure, bar line, phrase, introduction, melody, dynamics, forte, piano, accompaniment, strong beat, weak beat, tempo.)
7. Reading rhythms and pitches from printed charts.
8. Introduce Forms: AB, ABA, Call-Response

SKILLS:

1. Use of rhythm instruments.
2. Echoing sounds sung by teacher.
3. Acting out songs.
4. Reading rhythms on board.
5. Performing on stage.

SONGS: Appropriate to age group, seasons and holidays. (See Reference List.)

SONGS FOR SPRING PROGRAM

FAMILIES OF INSTRUMENTS: An introduction to Brass, Percussion, String, Woodwind. Listen to and act out *Peter and the Wolf* by Prokofiev.

LISTENING: Appropriate to age group, seasons and holidays. (See Reference List.)

ASSESSMENT:

1. Ability to read rhythms on board
2. Ability to write rhythms.
3. Knowledge of term note, measure
4. Ability to clap rhythms and play rhythms on instruments.
5. Participation in singing with group.
6. Ability to sing alone and match pitch.
7. Improvement of ability to match pitch.
8. Improvement of ability to listen and respond; to follow directions.
9. Echoing teacher or CD. Movement to music.