

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Elementary General Music Instruction

Grade Level: Kindergarten

Date of Board Approval: 2018

Planned Instruction

Title of Planned Instruction: Elementary General Music

Subject Area: Music

Grade(s): Kindergarten

Course Description:

In this course, students will conduct an in-depth exploration of the most fundamental concepts of music. These concepts include steady beat, pitch discrimination, rhythmic discrimination, dynamics, tempo, and timbre. Students will consistently be encouraged to demonstrate high-quality vocal practices.

Time/Credit for the Course: 72 days

Curriculum Writing Committee: Robert Burns, Emily Kondracki, Brian Krauss, Jessica Stokes

Curriculum Map

1. Marking Period One:

- Compare and contrast singing, speaking, and whisper voices. 8 days
- Compare and contrast loud and soft sounds. 11 days

- Goals:
 - i. Understand, discriminate, and demonstrate singing, speaking, whisper voices.
 - ii. Understand, discriminate, and demonstrate loud and soft sounds.

2. Marking Period Two:

- Compare and contrast loud and soft sounds. 8 days
- Compare and contrast fast and slow sounds. 11 days

- Goals:
 - i. Understand, discriminate, and demonstrate loud and soft voices.
 - ii. Understand, discriminate, and demonstrate high and low sounds.

3. Marking Period Three:

- Compare and contrast fast and slow sounds. 8 days
- Compare and contrast high and low sounds. 11 days

- Goals:
 - i. Understand, discriminate, and demonstrate fast and slow sounds.
 - ii. Understand, discriminate, and demonstrate high and low sounds.

4. Marking Period Four:

- Compare and contrast high and low sounds. 8 days
- Compare and contrast steady beat and rhythm. 11 days

- Goals:
 - i. Understand, discriminate, and demonstrate high and low sounds.
 - ii. Understand, discriminate, and demonstrate steady beat and rhythms.

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Curriculum Plan

Unit 1: Speaking, Singing, Whisper Voice

Marking Period: First Marking Period, 18 Days

Standard(s):

PA Department of Education Academic Standards for the Arts and Humanities

9.1.3A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr.1.Ka, MU:Cr.1.Kb, MU:Cr2.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Cr3.2.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Pr5.1.Kb, MU:Pr6.1.Ka, MU:Pr6.1.Kb, MU:Cn10.0.Ka, MU:Cn11.0.Ka

Anchor(s):

R3.A.1, R3.A.2, R3.B.2, R3.B.3

Big Idea(s):

The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Essential Questions: What is music?

Concepts: Music is comprised of sound and silence.

Competencies: Distinguish between sound and silence in simple melodies and rhythms.

Artists use tools and resources, as well as their own experiences and skills, to create art.

Essential Questions: What do people use to perform music?

Concepts: People can use voices and instruments to perform music.

Competencies: Perform simple melodies and rhythms using voices and classroom instruments.

The arts provide a medium to understand and exchange ideas.

Essential Questions: How can pictures show sound and silence?

Concepts: Pictures can represent sound and silence.

Competencies: Read iconic notation representing sound and silence.

Overview: Speaking, singing, and whisper voices are three distinct voices and sounds.

Goals: Students will be able to distinguish and demonstrate singing, speaking, and whisper voices as performed by themselves and by others.

Objectives:

1. Students will be able to identify speaking, singing, and whisper voices as they perform them.
(DOK 1)

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2. Students will be able to distinguish speaking, singing, and whisper voices as performed by others. (DOK 2)
3. Students will be able to compare and contrast speaking, singing, and whisper voices. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the use of singing, speaking, and whisper voices.
 - a. Perform songs with the students.
 - b. Explain the voice used: singing, speaking, or whisper.
 - c. Demonstrate the same song with the different voice types.
 - d. Explain the voice used each time.
2. Address students in singing, speaking, and whisper voices.
 - a. When calling roll, address the students in various voices.
 - b. Students identify the voice used to respond to roll call.

Assessments:

- **Diagnostic:** Classroom observation, classroom discussion
- **Formative:** Classroom observation, classroom discussion, performance assessment
- **Summative:** classroom observation, classroom discussion, performance assessment

Extensions:

1. Allow students to choose voices in which to perform known songs.

Correctives:

1. Divide class into groups. One group sings the song while another speaks or whispers the song. Compare and contrast performances.
2. Students sing known songs in variety of voices.

Materials and Resources:

Bumble Bee, Bumble Bee
Eeny, Meeny, Miney, Moe
Fishy, Fishy
Hey Diddle, Diddle
Rain, Rain
See Saw
Star Light, Star Bright

Little Mice Go Creeping
Apple Tree
Two Little Blackbirds
There was a Little Turtle
Down by the Banks
Oleanna
Ring Around the Rosie

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Unit 2: Loud and Soft Sounds: Dynamics

Marking Period: First Marking Period and Second Marking Period, 36 days

Standard(s):

PA Department of Education Academic Standards for the Arts and Humanities

9.1.3A, 9.1.3.B, 9.1.3.J

National Association for Music Education Core Music Standards

MU:Cr.1.Ka, MU:Cr.1.Kb, MU:Cr2.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Cr3.2.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Pr5.1.Kb, MU:Pr6.1.Ka, MU:Pr6.1.Kb, MU:Cn10.0.Ka, MU:Cn11.0.Ka

Anchor(s):

R3.A.1, R3.A.2, R3.B.2, R3.B.3

Big Idea(s):

The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Essential Questions: What is music?

Concepts: Music is comprised of sound and silence.

Competencies: Distinguish between sound and silence in simple melodies and rhythms.

Artists use tools and resources, as well as their own experiences and skills, to create art.

Essential Questions: What do people use to perform music?

Concepts: People can use voices and instruments to perform music.

Competencies: Perform simple melodies and rhythms using voices and classroom instruments.

The arts provide a medium to understand and exchange ideas.

Essential Questions: How can pictures show sound and silence?

Concepts: Pictures can represent sound and silence.

Competencies: Read iconic notation representing sound and silence.

Overview: Dynamics is the term that refers to the volume of the music. There is a difference between loud and soft sounds and voices.

Goals: Students will be able to distinguish, demonstrate, compare, and contrast, loud and soft sounds through use of their voices and of classroom instruments.

Objectives:

1. Students will be able to identify loud and soft sounds as they perform them. (DOK 1)
2. Students will be able to distinguish loud and soft sounds as performed by others. (DOK 2)
3. Students will be able to compare and contrast loud and soft sounds. (DOK 3)

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Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the use of dynamics: loud and soft sounds.
 - a. Perform songs and chants with the students.
 - b. Explain the dynamic used: loud or soft.
 - c. Demonstrate the same songs/chants with the different dynamics.
 - d. Explain the dynamic used each time.

Assessments:

- **Diagnostic:** Classroom observation, classroom discussion
- **Formative:** Classroom observation, classroom discussion, performance assessment
- **Summative:** classroom observation, classroom discussion, performance assessment

Extensions:

1. Allow students to choose dynamics to perform known songs using body percussion and/or instruments.
2. Students explore and identify the typical dynamic level of various classroom instruments.
3. Using a known song or chant, students will change their dynamic throughout the performance according to directives given by the teacher.

Correctives:

3. Students use expressive movement to physically show the differences in loud and soft music recordings.
4. Given a picture or name of an object, students identify the dynamic of the object, then perform the dynamic of the object.

Materials and Resources:

Deedle Deedle Dumpling

Little Mice Go Creeping

Doctor Foster went to Glouster

No Bears Out Tonight

Hey Betty Martin

Going on a Bear Hunt

The Lantern Man

Grizzly Bear

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Unit 3: Fast and Slow: Tempo

Marking Period: Second Marking Period and Third Marking Period, 36 Days

Standard(s):

PA Department of Education Academic Standards for the Arts and Humanities

9.1.3A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr.1.Ka, MU:Cr.1.Kb, MU:Cr2.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Cr3.2.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Pr5.1.Kb, MU:Pr6.1.Ka, MU:Pr6.1.Kb, MU:Cn10.0.Ka, MU:Cn11.0.Ka

Anchor(s):

R3.A.1, R3.A.2, R3.B.2, R3.B.3

Big Idea(s):

The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Essential Questions: What is music?

Concepts: Music is comprised of sound and silence.

Competencies: Distinguish between sound and silence in simple melodies and rhythms.

Artists use tools and resources, as well as their own experiences and skills, to create art.

Essential Questions: What do people use to perform music?

Concepts: People can use voices and instruments to perform music.

Competencies: Perform simple melodies and rhythms using voices and classroom instruments.

The arts provide a medium to understand and exchange ideas.

Essential Questions: How can pictures show sound and silence?

Concepts: Pictures can represent sound and silence.

Competencies: Read iconic notation representing sound and silence.

Overview: Tempo is the term to describe speed in music. There is a distinct difference between fast and slow sounds.

Goals: Students will be able to distinguish, demonstrate, compare, and contrast, fast and slow tempos through use of their voices and of classroom instruments.

Objectives:

1. Students will be able to identify fast and slow tempos as they perform them. (DOK 1)
2. Students will be able to distinguish fast and slow tempos as performed by others. (DOK 2)
3. Students will be able to compare and contrast fast and slow tempos. (DOK 3)

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Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the use of fast and slow tempos.
 - a. Perform songs with the students.
 - b. Explain the tempo used: fast or slow.
 - c. Demonstrate the same song with different tempos.
 - d. Explain the tempo used each time.
2. Students perform known songs in various tempos.
3. Teacher divides class into two groups: one group performs a known song at the normal tempo, while the other group performs the song twice as fast or slow as the first group.

Assessments:

- **Diagnostic:** Classroom observation, classroom discussion
- **Formative:** Classroom observation, classroom discussion, performance assessment
- **Summative:** classroom observation, classroom discussion, performance assessment

Extensions:

1. Allow students to choose tempo in which to perform known songs.
2. Perform known songs with various tempos on classroom instruments.

Correctives:

1. Students use movement to demonstrate the tempo of various songs, chants, and recordings.
2. Given a picture or name of an object, students identify the tempo of the object, then perform the tempo of the object.

Materials and Resources:

Bumble Bee, Bumble Bee	The Millwheel
All Around the Buttercup	Jim Along
Dr. Foster went to Gloucester	Engine Number Nine
Go In and Out the Window	See the Ponies Galloping
Johnny Works with One Hammer	Various Recordings
Let Us Chase the Squirrel	

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Unit 4: High and Low Sounds-Pitch

Marking Period: Third Marking Period and Fourth Marking Period, 36 Days

Standard(s):

PA Department of Education Academic Standards for the Arts and Humanities

9.1.3A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr.1.Ka, MU:Cr.1.Kb, MU:Cr2.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Cr3.2.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Pr5.1.Kb, MU:Pr6.1.Ka, MU:Pr6.1.Kb, MU:Cn10.0.Ka, MU:Cn11.0.Ka

Anchor(s):

R3.A.1, R3.A.2, R3.B.2, R3.B.3

Big Idea(s):

The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Essential Questions: What is music?

Concepts: Music is comprised of sound and silence.

Competencies: Distinguish between sound and silence in simple melodies and rhythms.

Artists use tools and resources, as well as their own experiences and skills, to create art.

Essential Questions: What do people use to perform music?

Concepts: People can use voices and instruments to perform music.

Competencies: Perform simple melodies and rhythms using voices and classroom instruments.

The arts provide a medium to understand and exchange ideas.

Essential Questions: How can pictures show sound and silence?

Concepts: Pictures can represent sound and silence.

Competencies: Read iconic notation representing sound and silence.

Overview: Pitch is the term to describe differences in high and low sounds. There is a distinct difference between high and low sounds.

Goals: Students will be able to distinguish, demonstrate, compare, and contrast high and low pitches through use of their voices and of classroom instruments.

Objectives:

1. Students will be able to identify high and low pitches as they perform them. (DOK 1)
2. Students will be able to distinguish high and low pitches as performed by others. (DOK 2)
3. Students will be able to compare and contrast high and low pitches. (DOK 3)

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Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the use high and low pitches.
 - a. Perform songs with the students.
 - b. Explain the pitches used: high and/or low.
2. Use classroom instruments to perform songs with a simple high and low accompaniment.

Assessments:

- **Diagnostic:** Classroom observation, classroom discussion
- **Formative:** Classroom observation, classroom discussion, performance assessment
- **Summative:** classroom observation, classroom discussion, performance assessment

Extensions:

1. Allow students to develop their own high and low compositions.

Correctives:

1. Students use movement to demonstrate the high and low pitches of various songs, chants, and recordings.
2. Given a picture or name of an object, students identify the pitch of the object, then perform the pitch of the object.

Materials and Resources:

Bubble Gum

Wee Willie Winkle

Burnie Bee

I Have a Little Snowman

Here Comes a Bluebird

Pussy Willow Song

Hinx Minx

Snail, Snail

I Wish I was a Little Bird

Star Light, Star Bright

Shoe the Horse

Body Scale

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Unit 5: Steady Beat vs. Rhythm

Marking Period: Fourth Marking Period

Standard(s):

PA Department of Education Academic Standards for the Arts and Humanities

9.1.3A, 9.1.3.B, 9.1.3.C

National Association for Music Education Core Music Standards

MU:Cr.1.Ka, MU:Cr.1.Kb, MU:Cr2.1.Ka, MU:Cr2.1.Kb, MU:Cr3.1.Ka, MU:Cr3.2.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr4.3.Ka, MU:Pr5.1.Ka, MU:Pr5.1.Kb, MU:Pr6.1.Ka, MU:Pr6.1.Kb, MU:Cn10.0.Ka, MU:Cn11.0.Ka

Anchor(s):

R3.A.1, R3.A.2, R3.B.2, R3.B.3

Big Idea(s):

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Essential Questions: What do people use to perform music?

Concepts: People can use voices and instruments to perform music.

Competencies: Perform simple melodies and rhythms using voices and classroom instruments.

The arts provide a medium to understand and exchange ideas.

Essential Questions: How can pictures show sound and silence?

Concepts: Pictures can represent sound and silence.

Competencies: Read iconic notation representing sound and silence.

Overview: In music, there is a distinct difference between the beat of the song and the words of a song. This is the difference between steady beat and rhythm.

Goals: Students will be able to distinguish, demonstrate, compare, and contrast steady beat and rhythms through use of their voices, classroom instruments, and movement.

Objectives:

1. Students will be able to identify steady beat and rhythms as they perform them. (DOK 1)
2. Students will be able to distinguish steady beat and rhythms as performed by others. (DOK 2)
3. Students will be able to compare and contrast steady beat and rhythms tempos. (DOK 3)

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Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the use of steady beat and rhythms.
 - a. Perform songs with the students.
 - b. Have the students clap the beat to the song.
 - c. Ask the students to clap the words of the song.
 - d. Discuss the differences in the clapping.
2. Students perform known songs with steady beat and rhythmic accompaniment.
3. Students move to the beat and to the rhythm of known songs, chants, and recordings.

Assessments:

- **Diagnostic:** Classroom observation, classroom discussion
- **Formative:** Classroom observation, classroom discussion, performance assessment
- **Summative:** classroom observation, classroom discussion, performance assessment

Extensions:

1. Allow students to choose either steady beat or rhythmic accompaniment with which to perform known songs.
2. Perform known songs with various steady beat or rhythmic accompaniment on classroom instruments.

Correctives:

1. Students use movement to demonstrate steady beat or rhythms of various songs, chants, and recordings.

Materials and Resources:

See all previously learned songs and chants

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APPENDIX

www.pdesas.org/standard