

Subject: General Music Grade: Kindergarten Writing Date: June 2004 Scheduled Revision: 2007

Unit: _____ Total Time for Instruction: _____ Sequential Significance: _____

Pittsford Standard: **Analyze.1** - To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3** – Responding to and analyzing works of art

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Instruction (I)</p> <p align="center">Mastery (M) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>how to recognize patterns in music and experience music that reflects different moods and two-part forms.</p>	<p>The students will be exposed to:</p> <ul style="list-style-type: none"> • Beat • Pitch – high vs. low • Fast vs. Slow • Loud vs. Soft • Same vs. Different • Exploring the voice: i.e. whisper, speaking, singing • Instrumental Tone Colors • Quality musical literature including classical music, folk songs, and multi-cultural selections. 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Respond to the mood, tempo, dynamic, and pitch of the music with spontaneous and planned movement. • Identify sound sources – voices, instruments, and environmental sounds. • Respond to same and different phrases and patterns. • Experience the beat of music through body movement. • Explore high and low with their voices. • Experience the look and sound of different instruments.

Subject: General Music Grade: Kindergarten Writing Date: June 2004 Scheduled Revision: 2007

Unit: _____ Total Time for Instruction: _____ Sequential Significance: _____

Pittsford Standard: **Analyze.2** - To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3** – Responding to and analyzing works of art

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>through guided listening, students will develop good listening skills.</p>	<p>The students will experience:</p> <ul style="list-style-type: none"> • The characteristics of a good listener: <ol style="list-style-type: none"> 1) Sitting up in your seat 2) Facing the performer/teacher 3) Be still 4) Listen quietly, without speaking 5) Applaud at the end 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • experience appropriate listening and performance etiquette in the classroom.

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Pittsford Standard: **Communicate.1** - To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students will:</p> <p>develop an awareness of the function of music within a variety of cultures.</p>	<p>The students will know:</p> <p>The function of music for:</p> <ul style="list-style-type: none"> – Holidays <ul style="list-style-type: none"> o “Halloween on Parade” – <u>The Music Connection</u> o “Rudolph the Red-Nosed Reindeer” – <u>Music Connection</u> book – Cultural Music <ul style="list-style-type: none"> o “Circle Around the Zero” – <u>The Music Connection</u> o “Stamping Land” – <u>The Music Connection</u> – Seasonal <ul style="list-style-type: none"> o “Autumn Leaves” – <u>Share the Music</u> book o “The Mitten Song” – <u>Share the Music</u> o “Spring is in the Air” – <u>The Music Connection</u> 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Sing, play, and move to a repertoire of songs from different periods and cultures.

Subject: General Music Grade: Kindergarten Writing Date: June 2004 Scheduled Revision: 2007

Unit: _____ Total Time for Instruction: _____ Sequential Significance: _____

Pittsford Standard: **Communicate.2** - To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>how to identify the universal traits of music and their relationship to other art forms.</p>	<p>The students must know:</p> <p>None for this grade level.</p>	<p>The students must be able to:</p>

Subject: General Music Grade: Kindergarten Writing Date: June 2004 Scheduled Revision: 2007

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Pittsford Standard: **Communicate.3** - To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>the communicative qualities of music.</p>	<p>The students will know:</p> <ul style="list-style-type: none"> • Loud vs. soft music • Fast vs. slow music 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate loud/soft, fast/slow through performance.

Subject: General Music Grade: Kindergarten Writing Date: June 2004 Scheduled Revision: 2007

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Pittsford Standard: Create.1 - To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students will: explore creative use of sound and movement.</p>	<p>The students will know:</p> <ul style="list-style-type: none"> • Different sounds of the voice • Different sounds of instruments • Creative movement • The definition of : <u>Compose</u> – to create music <u>Composer</u> – a person who creates music 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Do spontaneous movement activities • Make compositional choices • Create sound effects

Subject: General Music Grade: Kindergarten Writing Date: June 2004 Scheduled Revision: 2007

Unit: _____ Total Time for Instruction: _____ Sequential Significance: _____

Pittsford Standard: Create.2 - To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students will:</p> <p>improvise short compositions.</p>	<p>The students must know:</p> <p>None for this grade level</p>	<p>The students must be able to:</p>

Subject: General Music Grade: Kindergarten Writing Date: June 2004 Scheduled Revision: 2007

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Pittsford Standard: **Perform.1** - To foster further understanding of music and its elements all students will be provided with classroom and/or ensemble performance opportunities.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students will understand:</p> <p>that music can be played on instruments, sung or moved to.</p>	<p>The students will know:</p> <ul style="list-style-type: none"> • How to play instruments properly • Vocal Exploration – using whisper voice, speaking voice, singing voice • How to move and play to the beat of music. • The definition of: <ul style="list-style-type: none"> <u>beat</u> – a steady pulse <u>rhythm</u> – a combination of long and short sounds <u>pitch</u> – high and low sounds <u>tempo</u> – the speed of the beat (fast and slow) 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Sing and/or play in groups in classroom performances. • Perform steady beat using movement and instruments. • Sing melodies with or without simple accompaniments. • Explore the singing voice and vocal range.

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Pittsford Standard: **Perform.2** - To foster further understanding of music and its elements all students will be provided with classroom, solo, and/or ensemble performance opportunities.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>Using a repertoire of various genres and styles, students will develop an individual level of performance proficiency that will enable them to evolve in the area of self-expression.</p>	<p>The students must know:</p> <p>None for this grade level</p>	<p>The students must be able to:</p>