

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** General Music - Kindergarten

**Course Number:** 08083

**Course Prerequisites:** None

**Course Description:** The Kindergarten Music Curriculum is designed to develop students' musical skills in singing, playing, listening and movement, as well as general knowledge and appreciation of music. A final exam is not required

**Suggested Grade Level:** Kindergarten

**Length of Course:** Two Semesters

**Units of Credit:** None

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG – 55 – Music Education

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:** ☒ Yes ☐ No

#### **WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

☐ F – Final Average ☒ MP – Marking Period ☐ EXM – Final Exam

**GPA Type:** ☒ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☐ NHS-National Honor Society

☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

**State Course Code:** 05130

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** Quaver Music  
**Publisher:** QuaverEd, Inc.  
**ISBN #:** N/A  
**Copyright Date:** 2022  
**WCSD Board Approval Date:** N/A

**Supplemental Materials:** N/A

**Curriculum Document**

**WCSD Board Approval:** 6/27/2022  
**Date Finalized:** 5/20/2022  
**Date Approved:** 6/27/2022  
**Implementation Year:** 2022-2023

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

Standards:

- 9.1.A - Know and use the elements and principles of each art form to create works in the arts and humanities
- 9.1.B – Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts
- 9.1.C – Recognize and use fundamental vocabulary within each of the arts forms
- 9.1.D – Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

Skills:

- Move to show the beat of a song
- Define beat
- Recall 4 ways to use the voice
- Use singing voices to perform a song
- Demonstrate voice types with movements in a song
- Sing pitches *sol* and *mi* in a song

Content:

- Steady Beat
- Four Voice Types (Whisper, Talk, Shout, Sing)
- Sol
- Mi
- Rhythm – Same vs Different

**Marking Period 2**

Standards:

- 9.1.A - Know and use the elements and principles of each art form to create works in the arts and humanities
- 9.1.B – Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts
- 9.1.C – Recognize and use fundamental vocabulary within each of the arts forms
- 9.1.D – Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

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- 9.1.E – Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
- 9.3.C – Know classification skills with materials and processes used to create works in the arts.

#### Skills

- Distinguish between high and low pitches in a song
- Sing a song using high and low pitches
- Sing pitches that match those sung by the teacher
- Demonstrate high and low pitches by playing instruments
- Demonstrate melodic direction by singing and movement.
- Chant, sing and move to patterns of two.
- Chant, sing, and move to patterns of three.
- Chant, sing, and move to patterns of four.

#### Content:

- High and Low Pitches
- Melodic Direction
- Meter

### **Marking Period 3**

#### Standards:

- 9.1.A - Know and use the elements and principles of each art form to create works in the arts and humanities
- 9.1.A.6 – Principle – Music: composition – form – genre – harmony – rhythm - texture
- 9.1.B – Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts
- 9.1.B.2 – Music: sing – play an instrument – read and notate music – compose and arrange - improvise
- 9.1.C – Recognize and use fundamental vocabulary within each of the arts forms
- 9.1.D – Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- 9.1.H – Handles materials, equipment and tools safely at work and performances spaces
- 9.3.A.3 – Interpret

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**Skills:**

- Instrument identification – identification of instrument characteristics
- Recognize an instrument aurally, visually, tactically, and kinesthetically
- Singing loud and soft
- Move to show loud and soft
- Use instruments to demonstrate loud and soft
- Define tempo
- Describe, move to, and perform music at slow and fast tempos
- Choose the best option between two tempos for singing a familiar song
- Relating parts of the day to fast and slow tempos

**Content:**

- Woodwind Family
- Brass Family
- Percussion Family
- String Family
- Dynamics
- Tempo
- Duration

**Marking Period 4**

**Standards:**

- 9.1.A - Know and use the elements and principles of each art form to create works in the arts and humanities
- 9.1.A.6 – Principle – Music: composition – form – genre – harmony – rhythm - texture
- 9.1.B – Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts
- 9.1.B.2 – Music: sing – play an instrument – read and notate music – compose and arrange - improvise
- 9.1.C – Recognize and use fundamental vocabulary within each of the arts forms
- 9.1.D – Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- 9.3.B – Know that work in the arts can be described by using the arts elements, principles, and concepts

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**Skills:**

- Aurally identify long and short sounds.
- Vocally imitate long and short sounds.
- Demonstrate long and short sounds using classroom instruments.
- Demonstrate long and short sounds through movement.
- Create one long and one short sounds
- Recognize that almost any sound can be used in a musical way.
- Listen to, clap and echo simple rhythm patterns using “found” sound instruments
- Recognize the difference between the woodwind and the percussion families
- Aurally identify the difference between the woodwind and the percussion families.
- Recall definitions of key words learned throughout the year.
- Sing, move and play instruments to selected songs.

**Content:**

- Duration
- “Found” Sounds
- Men, Women, and Children Singing
- Woodwind Family
- Percussion Family
- Tempo
- Melody
- Movement

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**Standards/Eligible Content and Skills**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Show steady beat through movement	9.1.A	MP 1
Follow the teacher's movements to music	9.1.A	MP 1
Describe the difference between beat and no beat	9.1.A	MP 1
Identify the four ways to use the voice: whisper, talk shout, sing	9.1.C	MP 1
Demonstrate the voice types with movements in a song	9.1.B	MP 1
Gesture to signal that silence is when there is no sound	9.1.A	MP 1
Move different ways to a steady beat	9.1.A	MP 1
Chant and sing rhythms to a song	9.1.A	MP 1
Sing, play and move to simple rhythms in a song	9.1.B	MP 1
Identify same vs different rhythm patterns in a game	9.1.C	MP 1
Gesture to identify high and low sounds in a song	9.1.A	MP 2
Sing a song with high and low pitches	9.1.A	MP 2
Demonstrate high and low pitches by singing, playing and moving to a song	9.1.B	MP 2
Demonstrate melodic direction by singing and moving to a piece of music	9.1.C	MP 2
Chant and perform movements to a song in patterns of two	9.1.B	MP 2
Chant and perform movements to a song in patterns of three	9.1.B	MP 2
Chant and perform movements to a song in patterns of four	9.1.B	MP 2
Recognize the four main instrument families of the orchestra	9.3.C	MP 3
Aurally and visually identify the trumpet, violin, flute and drum and name the instrument family that each represents	9.3.C	MP 3
Identify the characteristics of the woodwind family	9.3.C	MP 3
Identify the characteristics of the brass family	9.3.C	MP 3
Identify the characteristics of the string family	9.3.C	MP 3
Identify the characteristics of the percussion family	9.3.C	MP 3
Identify loud and soft sections in a song	9.1.A	MP 3
Move to show loud and soft sections in a song	9.1.A	MP 3
Sing loud and soft within a song	9.1.A	MP 3
Play instruments to show loud and soft	9.1.B	MP 3
Define tempo	9.1.C	MP 3
Describe, move to, and perform music at slow and fast tempos	9.1.B	MP 3
Choose the best option between two tempos for singing a familiar song	9.1.C	MP 3
Identify two areas, other than music, where changes in speed are found	9.3.A.1	MP 3

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## ASSESSMENTS

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:**

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**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:**