

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: General Music Kindergarten

Course Number: 08083

Course Prerequisites: None

Course Description: Each year, students will engage in learning with emphasis placed on singing, playing, moving, listening, and creative activities that build musical excellence as well as confidence and pride in their musical abilities. Kindergarten students will understand and apply the music elements of *duration* through iconic quarter and eighth note notation, and *pitch* through recognition of high and low pitches, melodic direction, and the so-la-so-mi pattern. They will demonstrate understanding of the music principles of *design* through classification of same and different musical patterns, and *tone color* through exploration of singing voice and classroom instruments. They will further explore the music principles of *expressive qualities* such as loud/soft and walk/gallop/skip movements to music, as well as *cultural context* through the realization that singing and making music together with classmates is fun.

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 chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Spotlight on Music Grade K
Publisher: McGraw-Hill
ISBN #: 978-0-02-138762-5
Copyright Date: 2016
WCSD Board Approval Date: 07/31/2017

Supplemental Materials:

Curriculum Document

WCSD Board Approval:

Date Finalized: 7/1/2017
Date Approved: 7/31/2017
Date(s) Revised 7/26/2021
Implementation Year: 2007-2018

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).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
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	
Move to show the beat of a song. <i>Elements of Music – Duration</i>	9.1.A	September
Move to show recognition of faster and slower tempos. <i>Elements of Music – Duration – Meter</i>	9.1.A	September
Sing a song at different tempos. <i>Elements of Music – Duration – Tempo</i>	9.1.A	September
Signal to show aural recognition of a high pitch. <i>Elements of Music – Pitch</i>	9.1.A	October
Clap to show the rhythm of one’s own first name. <i>Elements of Music – Duration – Rhythm</i>	9.1.A	October
Pat with the beat, then clap word rhythm of a phrase. <i>Elements of Music – Duration – Rhythm</i>	9.1.A	October
Identify melodic direction in a song. <i>Elements of Music – Pitch – Melody</i>	9.1.A	October
Walk, jog, gallop, and skip to show aural recognition of meter and rhythm differences. <i>Elements of Music – Duration – Meter – Rhythm</i>	9.1.A	November December
Identify “galloping” and “trotting” meters. <i>Elements of Music – Duration – Meter</i>	9.1.A	November December
Signal to show aural recognition of lower and higher pitches. <i>Elements of Music - Pitch</i>	9.1.A	November December
Move to show the strong beat of a musical selection. <i>Elements of Musc – Duration – Beat</i>	9.1.A	January
Tap rhythm of a song having one and two sounds to a beat. <i>Elements of Music – Duration – Rhythm</i>	9.1.A	January
Move to show the same and different sections of a musical selection. <i>Principles of Music – Form</i>	9.1.A	January

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Gesture to identify beats of silence in a song. <i>Elements of Music – Duration – Rhythm</i>	9.1.A	February March
Signal to identify a higher and lower pitch. <i>Elements of Music – Pitch</i>	9.1.A	February March
Gesture to show low, high, and higher pitches (Preparation for mi, so, la). <i>Elements of Music – Pitch</i>	9.1.A	February March
Identify high and low in a minor third. <i>Elements of Music – Pitch</i>	9.1.A	February March
Identify instruments in selected listening examples. <i>Principles of Music – Timbre</i>	9.1.A	September
Demonstrate aural recognition of same and different selections. <i>Principles of Music – Form</i>	9.1.A	November December
Identify soft and loud sections in a song. <i>Principles of Music – Intensity – Dynamics</i>	9.1.A	February March
Identify phrases that are exactly the same. <i>Principles of Music – Form</i>	9.1.A	April May
Identify melodic direction in a song. <i>Principles of Music – Melody</i>	9.1.A	April May
Gesture to show aural identification of so, la, so, mi melodic motive. <i>Principles of Music – Form – Melody</i>	9.1.A	April May
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.		
Signal to track beat icons. <i>Read and Notate Music</i>	9.1.B	September
Read icons for one and two sounds to a beat. <i>Read and Notate Music</i>	9.1.B	January
Use a “found sound” instrument to play a rhythm pattern with a song or poem. <i>Read and Notate Music – Sing – Play an Instrument</i>	9.1.B	February March

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Pat a rhythm having one and two sounds to a beat. <i>Read and Notate Music</i>	9.1.B	February March
Read and perform iconic notation for one sound and no sounds to a beat. <i>Read and Notate Music – Play an Instrument – Sing</i>	9.1.B	April May
Read and clap icons for one and two sounds to a beat. <i>Read and Notate Music</i>	9.1.B	April May
9.3.B Know that works in the arts can be described by using the arts elements, principles and concepts.		
Signal to show recognition of singing voice. <i>Compare/Contrast Voices</i>	9.3.B	October

ASSESSMENTS

PSSA 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: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning. Effective formative assessments for this course include: cooperative learning activities, games, online activities, oral responses, teacher observations, instruments, songs, and music.

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: 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: performance assessments, projects, tests, and quizzes.