**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](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**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](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**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.
* 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

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

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

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| 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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| Aurally identify long and short sounds | 9.1.A | MP 4 |
| Vocally imitate long and short sounds | 9.1.A | MP 4 |
| Demonstrate long and short sounds using instruments | 9.1.B | MP 4 |
| Create one long and one short sound | 9.1.B | MP 4 |
| Demonstrate long and short sounds through movement | 9.1.A | MP 4 |
| Listen to, clap and echo simple rhythm patterns using “found” sound instruments | 9.1.B | MP 4 |
| Listen and identify the difference between the singing voices of men, women and children | 9.1.C | MP 4 |
| Aurally and visually recognize the difference between woodwind and percussion families | 9.1.C | MP 4 |
| Sing, move, and play instruments to selected favorite sons | 9.1.B | MP 4 |
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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:**

**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:**