

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
MUSIC CURRICULUM
KINDERGARTEN GENERAL MUSIC
AUGUST 2019

Kindergarten General Music

Course Overview

Kindergarten General Music is a year-long course for all Kindergarten students. The class meets for 40 minutes, once every six days for a total of about 30 classes per year.

The Kindergarten General Music Curriculum provides our students with entry level music experience and content knowledge. This includes a strong focus in the areas of steady beat and rhythm, melody and vocal production, expression, and instruments.

The curriculum is aligned with the National Core Arts Standards and New Jersey Core Curriculum Standards as follows:

National Core Arts Standards

Creating

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.

MU:Cr3.1.Ka With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.

Performing

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.2.Ka With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

MU:Pr6.1.Ka With guidance, perform music with expression.

MU:Pr6.1.Kb Perform appropriately for the audience.

Responding

MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

Connecting

MU:Cn10.0.Ka Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Pr4.2.Ka With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected to perform.

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

New Jersey Core Curriculum Standards Visual and Performing Arts

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

2019 HTPS Performing Arts Curriculum Map – Kindergarten General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Steady Beat and Rhythm		MU: Cr1.1.Ka, MU:Cr1.1.Kb, MU:Cr2.1.Ka, MU:Cr3.1.Ka MU:Cr3.2.Ka, MU:Re7.2.Ka, MU:Re7.2.Ka, MU:Cn10.0.Ka	How do musicians make creative decisions? How do musicians improve the quality of their creative work and/or their performance? How do performers interpret musical works? How does understanding the structure and context of music inform a response? How do we judge the quality of musical work(s) and performance(s)? How does developing our sense of beat and rhythmic skills make us stronger musicians? How does our knowledge of rhythm impact our aural experience?	Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Musicians value, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians’ presentation of creative work is the culmination of a process of creation and communication Performers make interpretive decisions based on their understanding of context and expressive intent. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience	Perform and identify steady beat of music from a variety of cultures and historical periods. Perform and identify steady beat in songs at a variety of tempos. Rhythmic values in iconic representations. Aurally and kinesthetically respond to rhythmic concepts from a variety of cultures, historical periods and genres.	Teacher will assess students’ understandings through performance assessments utilizing verbal and kinesthetic responses.	<p>Literacy - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Mathematics - Directly compare two objects with a measurable attribute in common, to see which object has “more/less” of an attribute.</p> <p>Science - Communicate and justify explanations with reasonable and logical arguments.</p> <p>Social Studies - Learn about and respect other cultures within the classroom and community.</p>	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. 9.1.4.A.2 Evaluate available resources that can assist in solving problems. 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. 9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

			<p>How do musicians use rhythm to express their ideas?</p>	<p>response.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Rhythm is one of the building blocks for the creation of music. The manipulation of elements allows the musician to create meaningful music. Music has rhythm which can be felt, perceived, performed and notated. Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate it.</p>				<p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
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2019 HTPS Performing Arts Curriculum Map – Kindergarten General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Melody and Vocal Production		MU:Cr1.1.Ka, MU:Cr1.1.Kb MU:Cr2.1.Ka, MU:Cr3.1.Ka MU:Cr3.2. MU:Re7.2.Ka MU:Re7.2.Ka, MU:Cn10.0.Ka	How do musicians make creative decisions? How do musicians improve the quality of their creative work and/or their performance? How do performers interpret musical works? How does understanding the structure and context of music inform a response? How do we judge the quality of musical work(s) and performance(s)? Why do people sing?	Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians’ presentation of creative work is the culmination of a process of creation and communication Performers make interpretive decisions based on their understanding of context and	Differentiate between high and low pitches. Audiate simple melodies and patterns. Sing in tune alone and with others. Identify the uses of the voice (whisper, speak, shout and sing). Develop and build repertoire. Use appropriate terminology when describing vocal use and music performances.	Teacher will assess students’ understandings through performance assessments utilizing verbal and kinesthetic responses. Melody and Vocal Production	<i>Literacy</i> - Speak audibly and express thoughts, feelings, and ideas clearly. <i>Mathematics</i> - Directly compare two objects with a measurable attribute in common, to see which object has “more/less” of an attribute. <i>Science</i> - Communicate and justify explanations with reasonable and logical arguments. <i>Social Studies</i> - Learn about and respect other cultures within the classroom and community.	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. 9.1.4.A.2 Evaluate available resources that can assist in solving problems. 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. 9.1.4.C.1 Practice

			<p>How can I use my voice to make sounds and music?</p> <p>How can I change the sound of my voice to match the sounds I hear in music?</p>	<p>expressive intent.</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>				<p>collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p> <p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide</p>
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				<p>Melody is one of the building blocks for the creation of music.</p> <p>The manipulation of melody allows the musician to create meaningful music.</p> <p>Music has melodies which can be felt, perceived, performed and notated.</p> <p>Music can evoke an emotional response. Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.</p>				<p>progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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2019 HTPS Performing Arts Curriculum Map – Kindergarten General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Expression		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:Re8.1.Ka, MU:Re9.1.Ka Cn11.0.Ka	How do musicians make creative decisions? How do musicians improve the quality of their creative work and/or their performance? How do performers interpret musical works? How does understanding the structure and context of music inform a response? How do we judge the quality of musical work(s) and performance(s)? How can we use tempo, dynamics and timbre to evoke expression? How does developing an understanding for tempo and dynamics make us a stronger musician? How do we interpret music and why are multiple interpretations acceptable?	Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians’ presentation of creative work is the culmination of a process of creation and communication Performers make interpretive decisions based on their understanding of context and	Sing and play on instruments using various tempos. Sing and play songs using various dynamics. Identify and explore various instrumental and vocal timbres. Experience and discuss the mood of a variety of repertoire.	Teacher will assess students’ understandings through performance assessments utilizing verbal and kinesthetic responses.	<p>Literacy - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Mathematics - Directly compare two objects with a measurable attribute in common, to see which object has “more/less” of an attribute.</p> <p>Science - Communicate and justify explanations with reasonable and logical arguments.</p> <p>Social Studies - Learn about and respect other cultures within the classroom and community.</p>	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. 9.1.4.A.2 Evaluate available resources that can assist in solving problems. 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. 9.1.4.C.1 Practice

				<p>expressive intent.</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>				<p>collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p> <p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide</p>
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				<p>Expression manipulates the building blocks for the creation of music.</p> <p>The manipulation of these elements allows the musician to create meaningful music.</p> <p>Music has expressive elements which can be felt, perceived, performed and notated.</p> <p>Music can evoke an emotional response.</p> <p>Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.</p>				<p>progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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2019 HTPS Performing Arts Curriculum Map – Kindergarten General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Instruments		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:Re8.1.Ka, MU:Re9.1.Ka	How do musicians make creative decisions? How do musicians improve the quality of their creative work and/or their performance? How do performers interpret musical works? How does understanding the structure and context of music inform a response? How do we judge the quality of musical work(s) and performance(s)? How does developing our playing skills make us stronger musicians? How can we use instruments to add new elements to other art forms?	Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians’ presentation of creative work is the culmination of a process of creation and communication Performers make interpretive decisions based on their understanding of context and expressive intent. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Demonstrate proper care and use of classroom instruments. Demonstrate proper playing technique on a variety of instruments. Perform steady beat, rhythmic motifs and melodies on instruments. Use appropriate labels when categorizing or discussing instruments. Analyze timbre of instruments in context with history and culture. Match classroom instruments to characters or events in a	Teacher will assess students’ understandings through performance assessments utilizing verbal and kinesthetic responses.	<p>Literacy - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Mathematics - Directly compare two objects with a measurable attribute in common, to see which object has “more/less” of an attribute.</p> <p>Science - Communicate and justify explanations with reasonable and logical arguments.</p> <p>Social Studies - Learn about and respect other cultures within the classroom and community.</p>	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. 9.1.4.A.2 Evaluate available resources that can assist in solving problems. 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. 9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings

			<p>What is proper playing technique to create a good tone?</p> <p>How do I classify instruments by technique?</p>	<p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Instrumental music is a form of musical expression.</p> <p>Instruments allows the musician to create meaningful music.</p> <p>Instrumental music has expressive elements which can be felt, perceived, performed and notated.</p> <p>Instrumental music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.</p>	<p>story based on an instrument's timbre.</p>			<p>(at home, in school, and during play).</p> <p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>
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								<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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www.creatingmusic.com

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www.sphinkids.org

www.oyunlar1.com/musicgames.asp (Music Games)

www.agame.com/games/music/music.html (Music Creation Game)

ASSOCIATED JOBS LIST BY UNIT

Topic I: Rhythm and Beat	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
Topic II: Melody and Vocal Production	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
Topic III: Expression	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
Topic IV: Instruments	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher