

## Kindergarten Curriculum Map

	Content - Students will know	Skill - Student will be skilled at	Standards	Assessment	Enduring Understanding	Essential Questions
Singing	Vocal Production Voices Resting Tone	Using Singing Voices Singing simple songs alone and in groups Various tonalities and meters Sing vs Speaking Chest vs Head Vocalize the resting tone	1.3.2.B.1 1.3.2.B.2 1.3.2.B.4 1.3.2.B.5 1.3.2.B.6 1.3.2.B.7	Teacher observation Anecdotal records and rubric Students recordings	"Singing is a fundamental and universal form of expression that requires active listening skills and physical production"	How do we use our voice? How is music communicated?
Playing Instruments	Steady Beat	Play Steady beat on Non-Pitched Percussion Technique Holds/plays correctly	1.3.2.B.1 1.3.2.B.6 1.3.2.B.3	Teacher observation Anecdotal records and rubric Students recordings	"Rhythm is a part of our everyday life and it is what makes life interesting."	How do we express music?
Movement	Steady Beat Expression	Demonstrate Melody contour Steady Beat Responds to elements of music through movement	1.1.2.B.2 1.3.2.B.6	Teacher observation	"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.	How do we move to music?

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Literacy	Beat vs Rhythm Triple and Duple Major and Minor Melodic Direction Tempo Dynamics	Vocalizing resting tone (major/minor) Differentiate between beat and rhythm Quarter note and eighth note readiness High vs Low Fast Vs Slow Loud vs Slow	1.1.2.B.1 1.1.2.B.2 1.1.2.B.3	Teacher observation Anecdotal records and rubric Students recordings	"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. " "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."	How does rhythm affect music?
History/Culture	Diverse time and culture Musical Traditions American Lullabies	Identify and sing various multiculture pieces of music and lullabies			All students will understand the role, development, and influence of the arts throughout history and across cultures.	Where does music come from?

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Listening to, analyze, describe, critique	Elements of Music Music Sounds Musical Texture Various Genres	Listening and Movement Elements of music Characteristics of music sounds Instruments vs Voice listen to Various genres of music	1.4.2.A.1	Teacher observation Anecdotal records and rubric Students recordings	All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.	How does the music make you feel? How do we listen to music?
Evaluate/Aesthetic Responses	Listening for Elements	Identify Mood Visual Imagery	1.4.2.A.1 1.4.2.A.2	Classroom discussion Teacher Observation Anecdotal records and rubric	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.	How does the music make you feel?
Improvise/Compose	Sound Sources	Improvise vocal exploration improvise simple rhythmic patterns on neutral syllable	1.3.2.B.5	Teacher observation Anecdotal records	“Improvisation and composition enables the	How is music created

Improvise vocal exploration