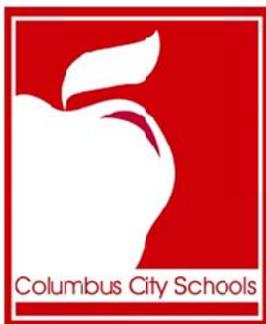


VOCAL MUSIC

Kindergarten

CURRICULUM GUIDE

Aligned with the Ohio
Academic Content Standards



Division of
Academic Achievement
Support Services

Autumn 2008 Printing
Full Year Guide



COLUMBUS CITY SCHOOLS - VOCAL MUSIC CURRICULUM



Kindergarten Vocal Music Curriculum Time Line

STANDARDS

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts and disciplines outside the arts.
9. Understanding music in relation to history and culture

GLIs FOR GRADING PERIOD 1

September	October	November
GMK1A1 - Sing independently GMK 1B1 - Sing in groups GMK 2A4 - Play short patterns GMK 7B1 - Discuss/respond to a variety of genres GMK 8B1 - Connect music with other subjects GMK 9A1 - Experience world music	GMK 1A1 - Sing independently GMK 1A2 - Sing expressively GMK 6A1 - Steady beat GMK 6A4 - Fast/slow tempo GMK 7B1 - Discuss/respond to a variety of genres GMK 8B1 - Connect music with other subjects GMK 9A1 - Experience world music	GMK 1A1 - Sing independently GMK 2A1 - Play with dynamics and steady beat GMK 2A4 - Plays short patterns GMK 6A1 - Steady beat GMK 6A5 - Steady beat vs. rhythm GMK 9A3 - Experience different composers

GLIs FOR GRADING PERIOD 2

November	December	January
GMK 6A2 - High/low/up/down melodic direction GMK 7A1 - Identifies individuals performing GMK 7B1 - Discuss/respond to a variety of genres GMK 8B1 - Connect music with other subjects GMK 9A1 - Experience world music GMK 9B1 - Audience etiquette	GMK 3A1 - Improvise movement GMK 5B1 - Read sol-mi GMK 7A2 - Performance reflection GMK 7B1 - Discuss/respond to a variety of genres GMK 8B1 - Connect music with other subjects GMK 9A1 - Experience world music	GMK 1A1 - Sing independently GMK 2A1 - Play with dynamics and steady beat GMK 3A1 - Improvise movement GMK 5B1 - Read sol-mi GMK 6A2 - High/low/up/down melodic direction GMK 6A5 - Steady beat vs. rhythm GMK 9C1 - Music in daily life



Kindergarten Vocal Music Curriculum Time Line



GLIs FOR GRADING PERIOD 3

January	February	March
GMK 2A3 - Play unpitched ostinati	GMK 1A1 - Sing independently	GMK 1A1 - Sing independently
GMK 4A1 - Create/arranges music for story	GMK 1B1 - Sing in groups	GMK 1A2 - Sing expressively
GMK 5A1 - Read 1/8 & 1/4 notes & 1/4 rests	GMK 2A1 - Play with dynamics and steady beat	GMK 2A1 - Play with dynamics and steady beat
GMK 6A4 - Fast/slow tempo	GMK 2B2 - Blend in singing groups	GMK 2A2 - Play bourdons/melodic ostinati
GMK 7B1 - Discuss/respond to a variety of genres	GMK 3A2 - Improvises simple accompaniments	GMK 3A3 - Improvise rhythmic variations
GMK 8A1 - Common terms found in the arts	GMK 5A1 - Read 1/8 & 1/4 notes & 1/4 rests	GMK 5A1 - Read 1/8 & 1/4 notes & 1/4 rests
GMK 8B1 - Connect music with other subjects	GMK 5B1 - Read sol-mi	GMK 5A2 - Write 1/8 & 1/4 notes & 1/4 rests
GMK 9A1 - Experience world music	GMK 6A2 - High/low/up/down melodic direction	GMK 5B1 - Read sol-mi
	GMK 6A3 - Describe/respond to loud/soft	GMK 6A2 - High/low/up/down melodic direction
	GMK 6A4 - Fast/slow tempo	GMK 6B1 - Identify same and different in music
	GMK 6B2 - Identify patterns in music	GMK 6B3 - Melody vs. accompaniment
	GMK 7B1 - Discuss/respond to a variety of genres	GMK 7B1 - Discuss/respond to a variety of genres
	GMK 8B1 - Connect music with other subjects	GMK 8B1 - Connect music with other subjects
		GMK 9A2 - Sings/listen/move to historical songs
		GMK 9A4 - Sings songs of the United States
		GMK 9D1 - Recognizes a musician

GLIs FOR GRADING PERIOD 4

April	May	June
GMK 1A1 - Sing independently	GMK 1A1 - Sing independently	Review GLIs through songs and musical activities
GMK 2A2 - Play bourdons/melodic ostinati	GMK 2B1 - Maintain instrumental part	
GMK 3A2 - Improvise accompaniments	GMK 2B2 - Blend in singing groups	
GMK 3A4 - Improvise phrases	GMK 3A4 - Improvise phrases	
GMK 5A1 - Read 1/8 & 1/4 notes & 1/4 rests	GMK 4A2 - Create/notate phrases and ostinati	
GMK 5B1 - Read sol-mi	GMK 5A1 - Read 1/8 & 1/4 notes & 1/4 rests	
GMK 5B2 - Writes sol-mi	GMK 5A2 - Write 1/8 & 1/4 notes & 1/4 rests	
GMK 6B1 - Identify same and different in music	GMK 5B1 - Read sol-mi	
GMK 6B2 - Identify patterns in music	GMK 6B1 - Identify same and different in music	
GMK 6C1 - Identify sound sources	GMK 7A2 - Performance reflection	
GMK 7B1 - Discuss/respond to a variety of genres	GMK 7B1 - Discuss/respond to a variety of genres	
GMK 8B1 - Connect music with other subjects	GMK 8B1 - Connect music with other subjects	
GMK 9A1 - Experience world music	GMK 9A1 - Experience world music	
	GMK 9B1 - Audience etiquette	

VOCAL MUSIC CURRICULUM GUIDES

GENERAL MUSIC GRADE K

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THE PURPOSE OF THIS CURRICULUM GUIDE

The purpose of this Vocal Music Curriculum Guide is to provide teachers with deeply aligned curricular materials and examples of lessons. It contains standards, benchmarks and grade level indicators which are correlated with the Ohio Arts Academic Standards, the National Music Standards, the previous levels of learning, aligned teaching resources and texts, and differentiated teaching strategies for music students.

The Vocal Music Curriculum Guide is approved by the Columbus Board of Education as the official curriculum to be taught. It is the intent of the board that all teachers will follow the prescribed scope and sequence in order to maximize student achievement.

This curriculum document provides essential information and examples that will allow teachers to create specific lessons to maximize student learning. The strategies contained in this guide are designed to provide guidance to teachers on how to approach key concepts and skills. This curriculum guide cannot replace good teaching, but it can reinforce and guide teachers to provide all students with the skills, knowledge, and experiences to master the Columbus City Schools Vocal Music Curriculum.

TEACHERS GUIDE FOR USING THIS DOCUMENT

A curriculum guide is a document designed to lead teachers in the creation of lessons that will produce higher levels of learning for all students. The content of this guide has been carefully selected to provide a focused, aligned roadmap that is 100 percent correlated to district, state and national standards.

This curriculum guide was designed using the concept of “deep curriculum alignment.” Deep alignment occurs when lessons taught to students include activities, experiences, and materials that match or exceed the content, context, and cognitive levels of the standards and lead to improved student performance.

Teachers are asked to pay particular attention to the following components of this guide:

Standards, Benchmarks and Grade Level Indicators

The vocal music Content Standards for Columbus City Schools are based on the nine National Music Standards. The Benchmarks and Grade Level Indicators are a blend of national achievement standards and standards, benchmarks and grade level indicators from the Ohio Academic Content Standards for Music. The **standards** are the overarching goals, the **benchmarks** are smaller pieces of the standards, and the **grade level indicators (GLIs)** outline what students must do to show mastery at each grade level.

Quarterly Scope and Sequence Charts

The grade level indicators have been divided into quarterly scope and sequence charts, which serve as pacing guides for each grading period. Some grade level indicators are used more than once throughout the year to allow students ample opportunity to master them. The philosophy of designing sample lesson plans is to provide strategies for teaching all grade level indicators, which may not result in lesson plans for each week.

Assessment

Assessment is one of the critical elements of deep alignment. Therefore, teachers should ensure that any assessment they create is consistent and aligned with the district grade level indicators. Assessments should also be aligned with the strategies that are used for instruction so that students receive “no surprises” when engaged in assessment. Assessment of each grade level indicator has been provided in this curriculum guide.

Summative Assessment

Summative Assessments provide ways that students demonstrate mastery of the grade level indicators. Performance, written, and alternative assessments can be used. Summative Assessments should be planned before procedures so the assessments guide the strategies for teaching the lessons.

Pre-Assessment

Pre-Assessment activities provide information about what students already know so that they are able to work towards mastering the appropriate grade level indicators.

Formative Assessment

Formative Assessment occurs during the lesson so that the teacher will know the level of student comprehension and can make adjustments in instruction during the lesson instead of waiting until the lesson is completed.

Procedures

Procedures are written with differentiated instruction in mind. Differentiated instruction means choosing a variety of strategies that will enable students with varying needs to master the grade level indicators.

Writing Connections

Writing across the curriculum is an expectation of all instruction in Columbus City Schools (CCS). The lessons in this curriculum guide contain Writing Connections that are used by CCS students (e.g., Type 1 and 2 Quick writes, formula writing, comparison and contrast, graphic organizers, short answer response and the writing process). Teachers are expected to use these connections during instruction.

Interdisciplinary Connections

Interdisciplinary Connections are the Ohio Academic Content standards and benchmarks from English Language Arts and Social Studies. These standards and benchmarks correlate/integrate with the lessons and help CCS students become accustomed to utilizing content, context and cognitive levels of the Ohio Graduation Test.

Background Information

Background Information is provided for teachers if information needed to teach the lesson is not included in district adopted texts.

Re-Teach

Re-Teach strategies are for students who did not comprehend the lesson and master the grade level indicators. Re-Teach strategies involve breaking down strategies from the procedures into smaller chunks of learning (e.g., instead of applying several elements to a piece of music, apply one element at a time).

Enrichment/Extension

Enrichment/Extension provides strategies for students who have already mastered the grade level indicators. Since mastery may occur at the beginning, during, or at the end of a lesson, they are a necessary component for differentiating instruction and providing more breadth and depth to learning.

Linked Materials

These lessons have been written to be integrated into Columbus City School's CiMS (Columbus Information Management System) online curriculum resource. When integrated online, teachers can access these Linked Materials (worksheets, etc.) for printing purposes.

Organizers

Organizers are a list of keywords utilized in the lessons which make them searchable through the CiMS online curriculum resource. Elements of the following which are used in the lessons are listed: Teaching Methods, Grouping, Assessment, Student Grouping, Bloom's Taxonomy, Gardner's Multiple Intelligences, Instructional Strategies, and SIOP/ESL (Sheltered Instruction Observation Protocol/English as a Second Language).

General Music Scope and Sequence

Kindergarten

Month	Theme	GLI	Standard Benchmark GLI	OGT Social Studies Standards and Benchmarks	OGT English Language Arts Standards and Benchmarks
Grading Period 1					
September	Singing	Sings independently with a steady beat and developing pitch, using correct posture.	GMK1A1		
	Singing	Sings in groups, with appropriate dynamics and tempi, songs representing diverse genres and cultures.	GMK1B1		
	Performing on Instruments	Plays short rhythmic and melodic patterns.	GMK2A4		
	Evaluating	Discusses and responds to a variety of genres showing different feelings, moods, or images.	GMK7B1		Oral Visual - C
	Relationships to Other Disciplines	Observes connections between musical experiences and another subject area.	GMK8B1		
	Relation to History and Culture	Sings, listens, and moves to music from world cultures.	GMK9A1	People in Society - A	
October	Singing	Sings independently with a steady beat and developing pitch, using correct posture.	GMK1A1		
	Singing	Sings expressively, using dynamics and tempi, songs representing diverse genres and cultures.	GMK1A2		
	Listening	Identifies and responds to steady beat.	GMK6A1		
	Listening	Responds to tempo (e.g., fast/slow) in listening examples from a varied repertoire of music.	GMK6A4		

	Evaluating	Discusses and responds to a variety of genres showing different feelings, moods, or images.	GMK7B1		Oral Visual - C
	Relationships to Other Disciplines	Observes connections between musical experiences and another subject area.	GMK8B1		
	Relation to History and Culture	Sings, listens, and moves to music from world cultures.	GMK9A1	People in Society - A	
November	Singing	Sings independently with a steady beat and developing pitch, using correct posture.	GMK1A1		
	Performing On Instruments	Performs with appropriate dynamics and maintains steady tempo, music representing diverse genres and cultures.	GMK2A1		
	Performing On Instruments	Plays short rhythmic and melodic patterns.	GMK2A4		
	Listening	Identifies and responds to steady beat.	GMK6A1		
	Listening	Distinguishes between steady beat and rhythm.	GMK6A 5		
	Relation to History and Culture	Describes, listens, and responds to music of different composers.	GMK9A3		



COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, September
Title:	Developing a Steady Beat
Subject:	General Music
Grade Range:	K
Description:	Students begin to establish steady beat, sing independently and in groups echo short rhythms and melodic patterns, and respond to a variety of age appropriate music.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Steady Beat; Clap; Stamp; Nod; Singing

Content Standard 1: Singing, alone and with others, a varied repertoire of music

Benchmark A: Sing, independently and with appropriate expression, songs representing diverse genres and cultures.

GLI 1: Sings independently, with a steady beat and developing pitch, using correct posture. GMK1A1

Benchmark B: Sing in groups, with appropriate expression, songs representing diverse genres and cultures.

GLI 1: Sings in groups, with appropriate dynamics and tempi, songs representing diverse genres and cultures. GMK1B1

Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

Benchmark A: Perform independently and with appropriate expression, music representing diverse genres and cultures.

GLI 4: Echoes short rhythms and melodic patterns. GMK2A4

Content Standard 7: Evaluating music and music performances.

Benchmark B: Demonstrate how music communicates meaning of text, feelings, moods or images.

GLI 1: Responds (movement) to a variety of age-appropriate music.
GMK7B1

Lesson Assessment

- Students develop pitch by singing “Clap Your Hands” and use loco motor movements to develop a steady beat.
- Students use correct posture while singing “Clap Your Hands.” Students clap, stamp, and nod their heads to the steady beat while singing “Clap Your Hands.”
- Students independently echo sing after the teacher, using their names.
- Students echo short rhythms and melodic patterns while learning songs.

Pre-Assessment

- Students clap, stamp, and nod to a piece of music.
- Students explore their voices through echo singing.

Instructional Strategies

- Teacher takes attendance, establishes steady beat, and assesses pitch-matching ability by singing to each student: “Hello, (student’s name),” utilizing a sol-mi pattern. Students respond by singing “Hello, (teacher’s name).” Corrections are made as needed by teacher (Summative Assessment).

- Students learn “Shake My Sillies Out” (Share the Music K - Teacher’s Edition, page T1) by echoing teacher phrase by phrase, first verbally with movement, then echo singing with movement (Summative Assessment). Students sing and move with CD accompaniment, (Share the Music K - Teacher’s Edition, page T1; CD 1, track 2; Formative Assessment).
- Students echo teacher phrase-by-phrase to learn “Clap Your Hands” (Share the Music K - Teacher’s Edition, page T4; CD 1, track 5), then echo sing with movement. Teacher demonstrates correct posture and students use correct posture while singing (Summative Assessment). Students sing and move with CD accompaniment (Summative Assessment).
- Students learn “If You’re Happy” (Share the Music K - Teacher’s Edition, page T6; CD 1, track 7) by echoing teacher phrase-by-phrase.
- Students move as indicated in the song, then echo sing with movement (Summative Assessment).
- Students sing and move with CD accompaniment (Summative Assessment).
- Teacher sings using sol-mi “Good-bye, boys and girls.” Students answer “Good-bye, (teacher’s name).”

District Adopted Textbook/Supplemental Materials

- Share the Music K - Teacher’s Edition
- Share the Music K, CD 1

Materials/Resources

- CD player

Re-Teach

- Students who do not match pitch repeat echo example after teacher.
- Teacher uses starting pitch of student to assist student in singing sol-mi answer.
- Teacher selects a student who successfully matches pitch for other students to emulate.

Extension

- Students sing a verse of a song from the lesson while the rest of the class does the movements.
 - Students create their own verses and movements for “If You’re Happy,” “Shake My Sillies Out,” or “Clap Your Hands.”
- 

Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.
 - Communications: Oral and Visual C – Follow multi-step directions.
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Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Demonstrations• Integrated Instruction• Multiple Activities <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Individualized Instruction• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Authentic Assessment• Curriculum Based Assessment <p>Student Groupings</p> <ul style="list-style-type: none">• Grade• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• II Comprehension• III Application <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily-Kinesthetic• Musical <p>Instructional Strategies</p> <ul style="list-style-type: none">• Reinforcing Effort and Providing Recognition <p>SIOP – ESL</p> <ul style="list-style-type: none">• Hands-On Activities• Modeling• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, September
Title:	Singing in Spanish
Subject:	General Music
Grade Range:	K
Description:	Students count and sing to ten in Spanish.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Spanish; Movement

Content Standard 1: Singing, alone and with others, a varied repertoire of music

Benchmark B: Sing in groups, with appropriate expression, songs representing diverse genres and cultures.

GLI 1: Sings in groups, with appropriate dynamics and tempi, songs representing diverse genres and cultures. GMK1B1

Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Benchmark B: Describe and demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.

GLI 1: Observes connections between music experiences and another subject area. GMK8B1

Content Standard 9: Understanding music in relation to history and culture

Benchmark A: Identify by genre or style and respond to music from various historical periods and diverse cultures.

GLI 1: Sings, listens and moves to music from world cultures. GMK9A1

Lesson Assessment

- Using the “Counting Song,” students count and sing from one to ten in Spanish.
- Students add movements to “Shake My Sillies Out.”

Pre-Assessment

- Students sing “Clap Your Hands” (Share the Music K – Teacher’s Edition, page T4).
- Students count from one to ten in English.

Instructional Strategies

- Teacher sings to each student: “Hello, (student’s name),” utilizing a sol-mi pattern. Students respond by singing “Hello, (teacher’s name).” Corrections are made, as needed, by teacher.
- Students echo teacher phrase-by-phrase to learn “Shake My Sillies Out” (Share the Music K - Teacher’s Edition, page T1), then echo sing with movements indicated in the song. Students sing and move with CD accompaniment (Share the Music K - Teacher’s Edition, page T1; CD 1, track 2; Summative Assessment).
- Students count with teacher from one to ten in English.
- Students echo teacher counting from one to ten in Spanish.
- Teacher writes numbers on board and writes Spanish under each number.
- Students count from one to ten in English and Spanish (Formative Assessment).
- Students listen to *Recorded Lesson: Pronunciation for “Counting Song,”* for Spanish pronunciation (Share the Music K - Teacher’s Edition, CD 2, track 3; Formative Assessment).

- Students listen to “Counting Song” (Share the Music K - Teacher’s Edition, page 54; CD 2, track 2). Students echo teacher, singing phrase-by-phrase, and then sing complete song in Spanish (Summative Assessment).
- Students hold individual number cards (one through ten) and repeat song (Formative Assessment).
- Teacher selects ten students to come to the front of the classroom and distributes number cards to each student. Individual students lead the class in singing the song while pointing to each student one through ten (Summative Assessment).
- Teacher sings using sol-mi “Good-bye, boys and girls.” Students answer “Good-bye, (teacher’s name).”

District Adopted Textbook/Supplemental Materials

- Share the Music K - Teacher’s Edition
- Share the Music K, CD 2

Materials/Resources

- Number cards one through ten written numerically, in English, and in Spanish
- CD player

Re-Teach

- Spanish speaking students (ESL) model counting to ten in Spanish. Non-Spanish speaking students echo the native speakers.

Extension

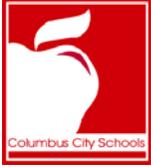
- Students sing one to ten in Spanish using sol and mi.
- Students count: one/uno; two/tres, etc.
- Students count: one/tres/three/cuatro, etc.


Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.
 - Informational, Technical and Persuasive Text Standard C – Visual aids as sources to gain additional information from text.
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Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Demonstrations• Integrated Instruction• Multiple Activities <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Authentic Assessment• Curriculum Based Assessment• Informal Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Heterogeneous Grouping• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Synthesis <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily-Kinesthetic• Interpersonal• Linguistic• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Reinforcing Effort and Providing Recognition <p>SIOP – ESL</p> <ul style="list-style-type: none">• Hands-On Activities• Interaction• Meaningful Content and Language Activities• Modeling• Pronunciation and Speech
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, October
Title:	Steady Beat Using “Two, Four, Six, Eight”
Subject:	General Music
Grade Range:	K
Description:	Students identify and respond to steady beat.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Steady Beat

Content Standard 1: Singing, alone and with others, a varied repertoire of music

Benchmark A: Sing, independently and with appropriate expression, songs representing diverse genres and cultures.

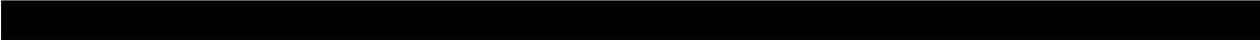
GLI 2: Sings expressively, using dynamics and tempi, songs representing diverse genres and cultures. GMK1A2

Content Standard 6: Listening to, analyzing, responding and describing music

Benchmark A: Listen, respond and describe a varied repertoire of music utilizing musical terminology.

GLI 1: Identifies and responds to steady beat. GMK6A1

Lesson Assessment

- Students sing “Bienvenidos (Welcome),” expressively and with appropriate dynamics.
 - Students respond to and identify steady beat using the chant “Two, Four, Six, Eight.”
- 

Pre-Assessment

- Students respond to text of previously learned songs by keeping a steady beat.
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Instructional Strategies

- Students listen to “Bienvenidos (Welcome)” (Share the Music K – Teacher’s Edition, page xvi; CD 1, track 1), while patsching to the steady beat. Class discusses whether a welcome song should be sung loud, medium loud, or soft.
- Class sings “Bienvenidos (Welcome)” at a medium loud dynamic level (Summative Assessment).
- Students keep steady beat using hands, feet, and head while singing “Clap Your Hands” (Share the Music K - Teacher’s Edition, page T4; CD 1, track 5; Formative Assessment).
- Students keep steady beat using hands, feet, and head while singing “If You’re Happy” (Share the Music K - Teacher’s Edition, page T6; CD 1, track 7; Formative Assessment).
- Students stand in circle. Teacher stands in the center of the circle. Students have right hands out for teacher to tap one at a time. Teacher taps on the beat and chants “Two, Four, Six, Eight” (Share the Music K - Teacher’s Edition, page 126).
- At the end of the chant, the last student to be tapped sits down. The game is repeated until all students are seated. Seated students keep steady beat on their knees.
- The game is repeated with students taking turns as the leader in the center of the circle. Students learn the chant through repetition. Teacher assists by saying the chant with the children to keep the steady beat.
- Students pass a soccer ball around the circle to keep the steady beat (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K - Teacher's Edition
- Share the Music K, CD 1

Materials/Resources

- Soccer Ball
 - CD player
-

Re-Teach

- Students who have difficulty maintaining a steady beat echo the teacher and pat their knees to the beat while saying the chant.
- Teacher divides class in half. One half of the class pats the beat while the other half of the class says the chant. The groups reverse roles and repeat the process.

Extension

- Students say “pass” as the soccer ball is passed around the circle, then add the chant “Two, Four, Six, Eight.” When the chant is completed, the student holding the ball leaves the circle. The circle will get smaller until only two students are left. Students who leave the circle continue patting the steady beat. Students are carefully monitored to ensure the beat remains steady as their excitement builds.
-

Interdisciplinary Connections

- Citizenship Rights and Responsibilities A – Describe the results of cooperation in group settings and demonstrate necessary skills.

Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Cooperative Learning• Guided Design• Hands-On Learning• Simulations and Games <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Informal Assessment• Observation• Peer Evaluation• Self Evaluation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Heterogeneous Grouping• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• III Application• V Evaluation <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily-Kinesthetic• Musical <p>Instructional Strategies</p> <ul style="list-style-type: none">• Cooperative Learning <p>SIOP – ESL</p> <ul style="list-style-type: none">• Hands-On Activities• Meaningful Content and Language Activities• Modeling
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, October
Title:	Fast/Slow – Hear, Sing, Listen and Move to the Difference
Subject:	General Music
Grade Range:	K
Description:	Students respond to fast and slow tempi.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Tempo; Fast; Slow

Content Standard 6: Listening to, analyzing, responding and describing music

Benchmark A: Listen to a varied repertoire of music and analyze the structure.

GLI 4: Responds to tempo (e.g., fast/slow) in listening examples from a varied repertoire of music. GMK6A4

Lesson Assessment

- Students respond and identify fast/slow using chant activities.

Pre-Assessment

- Teacher sings each student's name *slowly* using sol-mi, "Hello, (student name), student answers, "Hello, (teacher's name)" *slowly*.

- Teacher changes after five or six students and sings names faster in the same manner as before. Students answer in faster tempo (as modeled by teacher). Teacher continues with the next five or six students in the classroom.
- Teacher concludes by alternating fast or slow with student names and students' answers correspond as fast or slow (Formative Assessment).

Instructional Strategies

- Using a steady tempo, students echo teacher phrase-by-phrase to learn “Engine, Engine Number Nine” (Share the Music K - Teacher’s Edition, page T136).
- When students have learned the song, teacher asks, “What happens when a train goes up a hill? Does the train go fast or slow?”
- Using a slow, steady tempo, teacher and students sing the song and imagine that the train is traveling uphill. Teacher asks, “We’re at the top of the hill, now the train needs go down the hill. Does the train go fast or slow?” Using a faster, steady tempo, teacher and students sing the song and imagine that the train is traveling downhill. Teacher leads the students singing fast (steady tempo) down the hill (Formative Assessment).
- Students observe Share the Music K – Big Book, pages 10 and 11, to discover what is presented in the picture: five monkeys, two frogs, two fish, two snakes, two crocodiles, and one tree.
- Teacher teaches poem “Five Little Monkeys” (Share the Music K - Teacher’s Edition, page T55; Share the Music K – Big Book, page 10) by singing phrase-by-phrase with students echoing. When the chant gets to the phrase, “Along comes Mr. Crocodile, slow as can be,” teacher slows down with students, pauses, snaps fingers, then resumes previous tempo (fast) to complete the chant. The teacher and class continue until the poem is complete.
- Students answer the questions (Summative Assessment):
 - What happens when Mr. Crocodile comes around?
 - Does he swim fast, or does he swim slow?
 - What happens after Mr. Crocodile leaves?
- Students observe Share the Music K – Big Book, pages 32 and 33, while listening to “Little Blue Truck” (Share the Music K - Teacher’s Edition, page T 146; CD 3, Track 41). Teacher asks questions using the picture numbers to discover differences in tempo: steady tempo, slowing down when the tire goes flat, and returning to fast (original tempo) in the song when the tire is fixed (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K, CD 3
- Share the Music K - Teacher's Edition
- Share the Music K – Big Book

Materials/Resources

- CD player

Re-Teach

- Teacher chants “Engine, Engine Number Nine.” Students patch slow then fast. Teacher divides the class in half; one half says the poem slow and then the other half says the poem fast while keeping a steady beat on their knees. Switch groups and repeat.
- Teacher plays steady half note pattern on a drum. Students walk to the steady beat of the hand drum for slow. Teacher plays steady eighth note pattern now in eighth notes on a triangle. Students tip/toe or jog on their toes with the faster pattern.

Extension

- Class continues exercise of fast/slow with attendance greeting to help students reinforce fast/slow concept and how it can change. Teacher begins with first five students on the roster fast; next five students on the roster slow, alternating fast/slow for the remaining students on the roster.

Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.
- Research Standard B – Retell important details and findings.

Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Cooperative Learning• Demonstrations• Discovery Learning• Hands-On Learning• Multiple Activities• Thematic Approach• Visual Instruction <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Informal Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Heterogeneous Grouping• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily Kinesthetic• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Cooperative Learning• Identifying Similarities and Differences• Questions, Cues and Advanced Organizers <p>SIOP – ESL</p> <ul style="list-style-type: none">• Hands-On Activities• Modeling• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, November
Title:	Playing Steady Beat and Rhythm on Unpitched Instruments
Subject:	General Music
Grade Range:	K
Description:	Students play long (quarter note) and short (eighth note) rhythms on unpitched instruments.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Steady Beat; Rhythm; Hand Drums; Rhythm Sticks

Content Standard 2: Performing on instruments, alone or with others, a varied repertoire of music

Benchmark A: Performs with appropriate dynamics and maintains steady tempo, music representing diverse genres and cultures.

GLI 1: Performs with appropriate dynamics and maintains steady tempo, music representing diverse genres and cultures. GMK2A1

Content Standard 6: Listening to, analyzing, responding to, and describing music

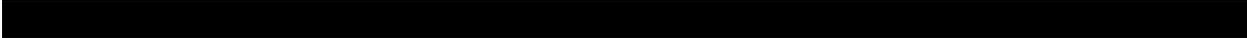
Benchmark A: Listen, respond and describe a varied repertoire of music utilizing musical terminology.

GLI 5: Distinguishes between steady beat and rhythm. GMK6A5

Lesson Assessment

- Students play and sing steady beat and song rhythms on unpitched instruments with song material.
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Pre-Assessment

- Students echo teacher rhythm patterns by clapping and patting on knees. Teacher adds unpitched instruments (hand drums and rhythm sticks) and repeats the same patterns.
- 

Instructional Strategies

- Students patsch a steady beat on their knees. Teacher identifies the steady beat.
- Students patsch a steady beat on their knees and echo teacher line by line to learn the poem, “Wee Willie Winkie” (Share the Music K - Teacher’s Edition, page T22; CD 1, track 16).
- Students clap the rhythm of the text as they echo “Wee Willie Winkie” after the teacher line-by-line. Teacher identifies what they are clapping as the rhythm.
- Students play the steady beat on unpitched instruments and identify what they are playing as steady beat. Students echo “Wee Willie Winkie” after the teacher line-by-line while they play (Formative Assessment).
- Students echo “Wee Willie Winkie” after the teacher line-by-line and play the rhythm of the text on unpitched instruments (Formative Assessment).
- Teacher asks students to patsch the steady beat. They continue to do so as they echo teacher line-by-line to learn the poem, “Play the Drum” (Share the Music K - Teacher’s Edition, page T16).
- A few students play the steady beat on hand drums while the rest of the class says “Play the Drum” and continues to patsch the steady beat on their knees. The poem is repeated until all students have the opportunity to play (Summative Assessment).
- Game: Teacher plays steady beat patterns and song rhythm patterns on a hand drum, rhythm sticks or by clapping. Teacher asks students to identify rhythm or steady beat (Summative Assessment).



District Adopted Textbook/Supplemental Materials

- Share the Music K - Teacher's Edition
- Share the Music K, CD 1

Materials/Resources

- Unpitched percussion instruments (e.g., hand drums, rhythm sticks)
 - CD player
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Re-Teach

- Students walk the steady beat while saying the “Wee Willie Winkie.”
- Students review rhythm and steady beat while listening to *Recorded Lesson “Echoing Play the Drum”* (Share the Music K - Teacher's Edition, page T16).

Extension

- Teacher divides class in half. One half patsches the steady beat, while the other other half echoes teacher using phrases from “Play the Drum” and “Wee Willie Winkie.” Groups switch roles to reinforce concepts.
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Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.
- Informational Technical and Persuasive Text Standard E – Evaluate two or three step directions for proper sequencing and completeness.

Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Cooperative Learning• Demonstrations• Guided Design• Hands-On Learning <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Heterogeneous Grouping• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily Kinesthetic• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Cooperative Learning• Identifying Similarities and Differences <p>SIOP – ESL</p> <ul style="list-style-type: none">• Hands-On Activities• Modeling• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, November
Title:	Responding to Music of Different Composers
Subject:	General Music
Grade Range:	K
Description:	Students listen and move to music of different composers.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Movement; March; Skate; Gallop; Walk; Fast; Slow

Content Standard 9: Understanding music in relation to history and culture

Benchmark A: Identify by genre and style and respond to music from various historical periods and diverse cultures.

GLI 3: Identifies, listen, and responds to music of different composers. GMK9A3

Lesson Assessment

- Students listen and move to music of different composers from a variety of styles.

Pre-Assessment

- Teacher and students listen to “March of the Toys,” by V. Herbert (Share the Music K - Teacher’s Edition; page 217; CD 5, track 1). Teacher asks students, “What does it sound like?”
- Students listen again and pat a steady beat on their knees.
- Students march to the music and continue to pat a steady beat on their knees.

Instructional Strategies

- Teacher describes a winter setting. Teacher demonstrates skating movement. Students join teacher in the skating movement.
- Class skates to “Skater’s Waltz,” by E. Waldteufel (Share the Music K – Teacher’s Edition, page T 272; CD 6, track 8; Formative Assessment).
- Class listens to “Wild Horseman,” by R. Schumann (Share the Music K - Teacher’s Edition, page T183; CD 4, track 27).
- Teacher shows students pictures of horses galloping. Class discusses pictures.
- Student practice gallop (one foot in front of the other foot) and then gallop to “Wild Horseman,” using open classroom space (Formative Assessment).
- Class listens to “Bydlo,” from *Pictures at an Exhibition*, by M. Mussorgsky (Share the Music K – Teacher’s Edition, page T266; CD 6, track 1).
- Teacher asks students if the music sounds fast or slow. Students respond to music using slow gestures or slow movements in open classroom space (Summative Assessment).
- Students stand and mirror teacher movements for “Seven Jumps,” performed by the Shenanigans (Share the Music K – Teacher’s Edition, page T46; CD 1, track 44). Note: Dance movements are at the bottom of the page.
- Students and teacher perform the dance with the music. Students perform the dance without the teacher (Summative Assessment).
- Students listen to one of the selections and add the appropriate movements (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K – Teacher’s Edition
- Share the Music K, CDs 1, 3, 4, 5 and 6

Materials/Resources

- Picture book of horses
 - Picture book of elephants
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Re-Teach

- Students follow and respond to the *Recorded Lesson “Walking and Galloping”* (Share the Music K – Teacher’s Edition, page T140; CD 3, track 36).

Extension

- Class listens to “Navajo Riding Song” (Share the Music K – Teacher’s Edition, page T 140; CD 3, track 35). Teacher asks what type of movement the song suggests. Class looks at picture book about horses. Students gallop while listening to the music.
 - “Baby Elephant Walk,” by H. Mancini (Share the Music K – Teacher’s Edition, page T202; CD 4, track 29). Class looks at and discusses picture book of elephants. Teacher leads students to show how they would walk like baby elephants by themselves or in a group. Class moves like elephants while they listen to the music (Summative Assessment).
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Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.

Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Brainstorming• Demonstrations• Questioning Techniques• Visual Instruction <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum-Based Assessment• Informal Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Individual• Heterogeneous Grouping• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Analysis• V Synthesis• VI Evaluation <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily Kinesthetic• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identifying Similarities and Differences <p>SIOP – ESL</p> <ul style="list-style-type: none">• Building Background• Comprehensible Input• Interaction• Modeling• Techniques to Make Concepts Clear
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General Music Scope and Sequence

Kindergarten

Month	Theme	GLI	Standard Benchmark GLI	OGT Social Studies Standards and Benchmarks	OGT English Language Arts Standards and Benchmarks
Grading Period 2					
November	Listening	Identifies and responds to melodic direction (e.g., high/low and up/down).	GMK6A2		
	Evaluating	Identifies when an individual is performing.	GMK7A1		
	Evaluating	Discusses and responds to a variety of genres showing different feelings, moods, or images.	GMK7B1		Oral Visual - C
	Relationships to Other Disciplines	Observes connections between musical experiences and another subject area.	GMK8B1		
	Relation to History and Culture	Sings, listens, and moves to music from world cultures.	GMK9A1	People in Society - A	
	Relation to History and Culture	Attends live music performances and demonstrates audience behavior appropriate for the context and style of music performed.	GMK9B1	Citizenship Rights and Responsibilities - A	
December	Improvising	Improvises movement to songs and recorded music.	GMK3A1		
	Reading and Notating	Uses a system (solfege syllables, numbers, or letters) to read simple pitch notation (sol, mi) on a 2-line staff.	GMK5B1		
	Evaluating	Reflects on own and others' performances.	GMK7A2		Research Standard – A
	Evaluating	Discusses and responds to a variety of genres showing different feelings, moods, or images.	GMK7B1		Oral Visual - C

	Relationships to Other Disciplines	Observes connections between musical experiences and another subject area.	GMK8B1		
	Relation to History and Culture	Sings, listens, and moves to music from world cultures.	GMK9A1	People in Society - A	
January	Singing	Sings independently with a steady beat and developing pitch, using correct posture.	GMK1A1		
	Performing On Instruments	Performs with appropriate dynamics and maintains steady tempo, music representing diverse genres and cultures.	GMK2A1		
	Improvising	Improvises movement to songs and recorded music.	GMK3A1		
	Reading and Notating	Uses a system (solfege syllables, numbers, or letters) to read simple pitch notation (sol, mi) on a 2-line staff.	GMK5B1		
	Listening	Identifies and responds to melodic direction (e.g., high/low and up/down).	GMK6A2		
	Listening	Distinguishes between steady beat and rhythm.	GMK6A5		
	Relation to History and Culture	Recognizes how sounds and music are used in daily lives.	GMK9C1		



COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, November
Title:	Identify and Respond to High and Low Through Movement
Subject:	General Music
Grade Range:	K
Description:	During this lesson, students identify and respond to melodic direction.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	High; Low

Content Standard 6: Listening to, analyzing, responding and describing music

Benchmark A: Listen, respond and describe a varied repertoire of music utilizing musical terminology.

GLI 2: Identifies and responds to melodic direction (high/low and up/down). GMK6A2

Lesson Assessment

- Students respond to and identify melodic direction (high/low and up/down) with the recorded lesson.

Pre-Assessment

- Students listen to *Recorded Lesson “Moving Upward and Downward”* (Share the Music K - Teacher’s Edition; CD 1, track 26), and respond to the recorded lesson, following the melodic direction by moving their hands high and low.
- Students listen to recorded example: “The Roller Coaster,” by M. Sanchez (Share the Music K - Teacher’s Edition; CD 1, track 27), and follow upward/downward movement of the music with their hands.

Instructional Strategies

- Students follow and sing “Touch Your Shoulders” (Share the Music K - Teacher’s Edition, page T106; CD 3, track 5), moving their arms to show the high and low direction of the text (Formative Assessment).
- Class repeats the activity then discusses which body parts are high and low in the song. Students build awareness of high and low from several levels (Formative Assessment).
- Students find and identify high and low objects on pages 14 and 15 of Share the Music K – Big Book.
- Students listen to “Color Song” (Share the Music K – Teacher’s Edition, page T78; CD 2, track 17), and follow directions.
- Students use Curwen/Glover (Kodály) hand signs and sign sol-mi patterns each time they occur in the song (Summative Assessment),
- Teacher asks which is higher in each verse (e.g., verse one = “white house”) and models sol-mi words using hand signs.
- Students look at pages 22 and 23 in Share the Music K – Big Book (Share the Music K – Teacher’s Edition, pages T108-T109). Teacher asks: “What is high in the sky? What is low on the ground?”
- Students move and respond to high and low sounds with *Recorded Lesson “Moving to High and Low Sounds”* (Share the Music K - Teacher’s Edition; CD 2, track 38; Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K - Teacher's Edition
- Share the Music K - Big Book
- Share the Music K, CDs 1, 2, and 3

Materials/Resources

- CD player
- Unpitched instruments (e.g., large conga drum, triangle)
- Pitched instruments (e.g., soprano glockenspiel, piano, bass xylophone, bass metallophone)

Re-Teach

- Review moving 'high on your toes' and moving 'low to the ground' while describing the actions with changes in voice pitch corresponding to the direction your body moves.
- While listening to "Star and Starfish," by Sanchez (Share the Music K - Teacher's Edition, page T108; CD 2, track 39), students respond and move to the high and low sounds of the music while using the free space of the classroom.

Extension

- Story: The Star Story (Share the Music K - Teacher's Edition, page T108-109; Share the Music K – Big Book, pages 22-23; CD 3, track 7).
- Students listen to the story, moving high and low with their hands while watching the Share the Music K - Big Book.
- Teacher improvises on low sounding unpitched instrument (e.g., large conga drum), or pitched instrument (e.g., piano, bass xylophone, bass metallophone) while students move showing low gestures.
- Teacher improvises on high sounding unpitched instrument (e.g., triangle), or pitched instrument (e.g., piano, soprano glockenspiel) while students move showing high gestures.
- Teacher improvises, alternating the sounds high and low in four-measure patterns while students respond to the sounds and move accordingly.

Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.

Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Discovery Learning• Guided Design• Thematic Approach <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Heterogeneous Grouping• Large Group Instruction	<p>Bloom’s Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily Kinesthetic• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identifying Similarities and Differences <p>SIOP – ESL</p> <ul style="list-style-type: none">• Guided Practice• Hands-On Activities• Modeling• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, November
Title:	Performance: Live or Recorded
Subject:	General Music
Grade Range:	K
Description:	Through live and recorded video and DVD performances, students identify performance and proper audience behavior for live performances.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Performance; Audience

Content Standard 7: Evaluation music and music performances

Benchmark A: Discuss performances and compositions.

GLI 1: Identifies when an individual is performing. GMK7A1

Content Standard 9: Understanding music in relation to history and culture

Benchmark B: Demonstrate appropriate audience behavior.

GLI 1: Attends live music performances and demonstrates audience behavior appropriate for the context and style of music performed. GMK9B1

Lesson Assessment

- Students identify when someone is performing and demonstrate appropriate performer and audience behavior.

Pre Assessment

- Students watch Sebastian’s Concert, scene 3 from “The Little Mermaid” DVD (available from CCS Library Audio Visual Department). Teacher leads discussion with students of what took place during this scene. Teacher asks how the audience should respond during a performance. Class discusses appropriate audience manners during a concert (Formative Assessment).

Instructional Strategies

- Students prepare for Winter Program in December and learn how to stand, respond to audience, and bow to thank their audience (Formative Assessment).
- After preparing each song during the lesson, class reviews proper performer/audience behavior. Questions asked include (Formative Assessment):

How do we enter and stand on the risers (or other performance space)?

Who leads us?

How do we stand (e.g., body posture, hand placement)?

Do we talk on stage?

Do we say/wave hello to someone in the audience that we know?

Where should our eyes be focused?

Do we move around on the risers?

When we finish our portion of the program, what do we do?

How do we leave the risers?

Were do we sit? Who leads us?

- Students practice in the performance space (Summative Assessment).
- When the practice is complete, teacher leads the students to their audience space. Now the students are the audience.
- Questions for the audience include (Summative Assessment):

How do we sit (e.g., placement of hands, feet, legs, direction body faces)?

Do we talk?

May we bother the person sitting next to us (e.g., touch, talk to, look at)?

Do we sing along with the next group performing?

When do we clap?

Materials/Resources

- DVD player
- Concert music for Winter Program
- “The Little Mermaid” DVD (available from CCS Audio Visual Department)

Re-Teach

- While preparing for Winter Program, teacher reviews each step of being a performer or audience member with the class.
- Teacher divides the class in half. One half of the class is the audience, the other half is the performing group. Using the song material for the program, students reinforce skills while sharing the responsibilities during a performance. After each song, groups switch roles, and discuss what was correct and what mistakes were made.

Extension

- Fourth grade violin students or fifth grade band students perform for five minutes for the class. Students who study music privately perform for five minutes for the class. Class reviews audience rules before students perform.

Interdisciplinary Connections

- People in Society A – Identify practices and products of diverse cultures.
- Social Studies Skills and Methods A – Communicate information orally, visually or in writing
- Citizenship Rights and Responsibilities A – Describe the results of cooperation in group settings and demonstrate the necessary skills.

Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Discussions• Hands-On Learning• Role Playing• Thematic Approach <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Peer Evaluation• Self-Evaluation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• VI Evaluation <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Musical <p>Instructional Strategies</p> <ul style="list-style-type: none">• Cooperative Learning• Setting Objectives and Providing Feedback <p>SIOP – ESL</p> <ul style="list-style-type: none">• Comprehensible Input• Hand-On Activities• Interaction• Pronunciation/Speech• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, December
Title:	Reading Sol and Mi from a Two-Line Staff
Subject:	General Music
Grade Range:	K
Description:	Students sing sol and mi from a two line staff.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Reading Music; Sol; Mi; 2-Line Staff

Content Standard 5: Reading and notating music

Benchmark B: Identify and utilize treble clef pitch notation.

GLI 1: Uses a system (solfege syllables, numbers or letters) to read simple pitch notation (sol, mi) on a 2-line staff. GMK5B1

Lesson Assessment

- Students sing and read sol and mi from a two line staff.

Pre-Assessment

- Using Curwen (Kodály) hand signs, students echo several sol/mi patterns after the teacher.

Instructional Strategies

- Students learn “Star Light, Star Bright” (Share the Music K - Teacher’s Edition, page T 156; CD 4, track 2), by echoing teacher phrase-by-phrase until familiar with the text.
- Teacher writes four star icons lined up in a row on the board. Teacher points and sings the words of the song using the sol pitch only while pointing to the icons for “Star Light, Star Bright.”
- Teacher asks, “Is that what we just sang?” Students answer, “No,” and correct the problem by singing the correct pitches (sol and mi).
- Teacher moves icons to show space for sol and mi then points to the correct pitches as students repeat the song.
- Teacher draws two lines on board and places the icons on appropriate lines. Teacher states that if the top line is sol the bottom must be mi because sol is high and mi is low.
- Teacher points to icons for “Star Light, Star Bright” and then invites several students up to point to the icons on the board while the remainder of the class sings and follows. Students use Curwen hand signs for sol and mi (Summative Assessment).
- Students learn “Engine, Engine” (Share the Music K - Teacher’s Edition, page T 136; CD3, track 32), by echoing teacher phrase by phrase by first speaking the text, then the melody.
- Teacher adds four engine icons in one row on the board, points and sings on sol – “engine, engine.” Teacher asks the students, “Are those the correct pitches for ‘Engine, Engine?’” Teacher moves icons to show sol and mi in the correct places and then draws two lines on the board.
- Teacher invites a student to place the first two engines on the correct line (sol). Another student places the next two engines on the correct line (mi).
- Teacher leads song, first pointing to sol and mi, and then invites a few students to lead. Students use hand signs for sol and mi (Summative Assessment).
- Students learn “Teddy Bear” (Share the Music K, Teacher’s Edition, page T 217; CD 5, track 2), by echoing teacher phrase-by-phrase and adding movement described in the text. The activity is repeated until students are familiar with the song.
- Teacher draws a two-line staff on board, and then invites students to place teddy bear icons on the two-line staff (sol, mi).
- Teacher points to icons while students sing song showing sol and mi with hand signs (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K - Teacher's Edition
- Share the Music K, CDs 3, 4, 5

Materials/Resources

- Handmade icons for song material (stars, trains, and teddy bears)
- CD player
- Chalk board and chalk

Re-Teach

- Teacher writes a 2-line staff on board. Using icons for “Star Light, Star Bright,” “Engine, Engine,” and “Teddy Bear,” students correctly place icons on two-line staff position before singing each song. Students lead the songs from the board pointing to sol and mi when they are heard in the song. Students seated use hand signs for sol and mi.

Extension

- Students learn “Touch Your Shoulder” (Share the Music K - Teacher's Edition, page T106; CD 3, track 5), by echoing teacher phrase-by-phrase and adding movement described in the text.
- Teacher sings song using solfege (sol, mi).
- Teacher invites a student to draw a two-line staff on the board and then invites four students to place circles in their correct place for sol, sol, mi, mi.
- Teacher adds another three circles to complete the form of the song asking three students to add sol, sol, mi. Board shows form of the song A, A, A, A.

Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.



Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Discovery Learning• Hands-On Learning• Thematic Approach <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Authentic Assessment• Curriculum Based Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Analysis <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Musical <p>Instructional Strategies</p> <ul style="list-style-type: none">• Questions, Cues, and Advanced Organizers <p>SIOP – ESL</p> <ul style="list-style-type: none">• Guided Practice• Hand-On Activities• Modeling• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, December
Title:	Winter Holiday Songs for December
Subject:	General Music
Grade Range:	K
Description:	Students sing, improvise movement and reflect on their performance of seasonal songs associated with the month of December.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Improvise Movement; Evaluate Music

Content Standard 3: Improvising melodies, variations, and accompaniments

Benchmark A: Create and performs melodies, variations, and accompaniments.

GLI 1: Improvises movement to songs and recorded music. GMK3A1

Content Standard 7: Evaluating music and music performances

Benchmark A: Discuss performances and compositions.

GLI 2: Reflects on own and other's performances. GMK7A2

Lesson Assessment

- Students improvise movement and reflect upon their classroom performance of "The Top."

Pre-Assessment

- Students listen to “Mitten Song” (Share the Music K - Teacher’s Edition, page T275; CD 6, track 10) while teacher does the motions.
- Students echo text after teacher phrase-by-phrase with movement. Students echo melody phrase-by-phrase after teacher. Teacher and students sing song with movement together first without CD, then adding CD.

Instructional Strategies

Choose from the following activities:

Option 1

- Students echo teacher with movement only to “The Snow Man” (Share the Music K -, Teacher’s Edition, page T275; CD 6, track 11).
- Students echo teacher with song text and movement, then sing song with the teacher.
- Teacher says: “Show me a good way to melt.” Students make melting movements while listening to the song using the CD, or with piano/keyboard accompaniment. Teacher observes those who melt in a unique style. Teacher asks why students chose to melt in that manner. Students give responses and class discusses their answers.
- Teacher asks class: “What is another way we could melt?” Class repeats the activity with different movements (Summative Assessment).

Option 2

- Teacher asks students: “What is a sleigh?” Teacher shows picture of a sleigh and explains “one horse open sleigh” meaning that the sleigh is pulled by one horse. Teacher asks students to show how they would sit in the sleigh while it moves along the snow. Students say the text to “Jingle Bells” (Share the Music K - Teacher’s Edition, page T274; CD 6, track 9) and show how they would ride in the sleigh.

- Teacher adds CD while students sing and move.
- Students reflect upon their movements and discuss why they chose to move in that particular way (Summative Assessment).

Option 3

- Teacher shows class a dreidel and explains that it is a top with four sides. It is used during the celebration of Hanukkah by Jewish families all around the world. Each side of the top has directions on it: add one, lose a turn, take half, or take all. Each player has candy, nuts, or other objects. Each player spins the dreidel. When the dreidel stops spinning and lands on a side, the player adds a piece of candy, loses a turn, takes half of the candy or takes it all. Teacher demonstrates how the game works.
- Class listens to “My Dreidel” (Share the Music K - Teacher’s Edition, p. T277; CD 6, track 13), while students take turns spinning the dreidel.
- Students choose partners and hold right elbows to turn (spin) like the dreidel.
- Students learn song and sing it with CD while they spin with their partners.
- Students reflect upon their movement (Formative Assessment).
- Teacher explains that “The Top,” from *Jeux d’Enfants*, by Georges Bizet (Share the Music K - Teacher’s Edition; CD 6, track 14), is about a top. Students listen to the music. Teacher asks “How might the top be spinning?” and then invites students to move to the music.

Closing the Lesson

- Teacher selects creative movements by several students and asks them to share with the class.
- Students discuss their movements and how they decided to move to the music (Summative Assessment).



District Adopted Textbook/Supplemental Materials

- Share the Music K - Teacher's Edition
- Share the Music K, CD 6

Materials/Resources

- Dreidel
 - CD player
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Re-Teach

- Students sing “Mitten Song” (Share the Music K - Teacher's Edition, page T275; CD 6, track 10) and skate to the beat (one foot at a time). Students repeat activity using hand motions.

Extension

- Students expand their knowledge of Hanukkah by learning “Hanukkah Is Here” (Share the Music K - Teacher's Edition, page T276; CD 6, track 12).
 - Teacher explains how the menorah in verse one holds nine candles; one to light the others and the remainder representing the days of Hanukkah. Verse two is about the dreidel. Verse three mentions the hora, a dance. Teacher introduces the movement of the hora dance at the kindergarten level with the following directions: left, right, step in place.
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Interdisciplinary Connections

- People in Society A – Identify practices and products of diverse cultures.
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Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Discovery Learning <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Informal Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Analysis <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily-Kinesthetic• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Nonlinguistic Representations <p>SIOP – ESL</p> <ul style="list-style-type: none">• Interaction• Modeling• Pronunciation/Speech• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, January
Title:	Music Expression – A Creative Response to a Given Theme
Subject:	General Music
Grade Range:	K
Description:	Students recognize and respond to sounds and music that represent daily living.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Movement; Ballet; March; Waltz; Calypso

Content Standard 9: Understanding music in relation to history and culture

Benchmark C: Identify the uses and suitability of music in their daily experiences.

GLI 1: Recognizes how sounds and music are used in daily lives.
GMK9C1

Lesson Assessment

- Students hear, respond to and discuss several different musical styles which relate to music in their daily experiences.

Pre-Assessment

- Students listen to a portion of “Under the Sea” (Share the Music K - Teacher’s Edition, page T 98; CD 2, track 37). Teacher asks leading questions: “Have you heard this music before? What is this music about? Where do the characters live?”
- 

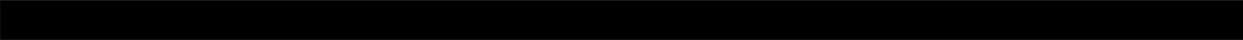
Instructional Strategies

- Teacher asks students: “Who has been on a roller coaster at King’s Island or another amusement park?” Question leads to discussion about roller coasters and pictures to show example of a roller coaster. Discussion includes how roller coasters move fast and slow, going up and down along a track.
 - Students listen to “Roller Coaster” (Share the Music K - Teacher’s Edition, page T36; CD 1, track 27). While listening to this example, students follow the ride of the roller coaster with their hands moving up and down. Students may stand to show really high movement (Summative Assessment).
 - Teacher leads discussion about ice skating. Teacher demonstrates ice skating with pretend ice skates. Student mirror with their ice skating. Students “skate” to “Skater’s Waltz” (Share the Music K - Teacher’s Edition, page T273; CD 6, track 8; Summative Assessment).
 - Teacher leads discussion about galloping like a horse and demonstrates. Students gallop following teacher’s example. Teacher plays “Wild Horseman” (Share the Music K - Teacher’s Edition, page T183; CD 4, track 27) as students move freely in the classroom space (Summative Assessment).
 - Teacher plays part of “March of the Toys” (Share the Music K - Teacher’s Edition, page T217; CD 5, track 1), and asks the following questions: “Is there a steady beat? How might we move?”
 - Teacher leads class in marching.
 - Students march to music (Summative Assessment).
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District Adopted Textbook/Supplemental Materials

- Share the Music K - Teacher's Edition
- Share the Music K, CDs 1, 2, 4, 5, 6
- Share the Music K - Big Book

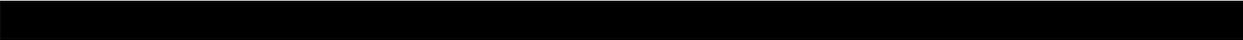
Materials/Resources

- CD player
 - Pictures of roller coasters
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Re-Teach

- Students review marching, galloping, skating, high and low movements with above listening materials.
- Teacher assigns skilled students to partner with those who have trouble with the movements.

Extension

- Music can tell a story. Students look at the Share the Music K - Big Book, pages 38 and 39, and discuss what is in the picture. After all items have been identified and explained, students listen to “Little Train of Caipira” (Share the Music K - Teacher's Edition, page T 169; CD 4, track 20), while the teacher follows the path of the trip by pointing to the train track.
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Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.
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Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Demonstrations• Visual Instruction <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Analysis <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily-Kinesthetic• Musical• Spatial <p>SIOP – ESL</p> <ul style="list-style-type: none">• Modeling• Techniques to Make Concepts Clear
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General Music Scope and Sequence Kindergarten

Month	Theme	GLI	Standard Benchmark GLI	OGT Social Studies Standards and Benchmarks	OGT English Language Arts Standards and Benchmarks
Grading Period 3					
January	Performing On Instruments	Performs ostinati on unpitched classroom instruments or body percussion.	GMK2A3		
	Composing	Creates, arranges, and performs music to accompany readings or dramatizations.	GMK4A1	Social Studies Skills and Methods - C	
	Reading and Notating	Reads eighth and quarter notes and quarter rests.	GMK5A1		
	Listening	Responds to tempo (e.g., fast/slow) in listening examples from a varied repertoire of music.	GMK6A4		
	Evaluating	Discusses and responds to a variety of genres showing different feelings, moods, or images.	GMK7B1		Oral Visual - C
	Relationships to Other Disciplines	Recognizes common terms found in music, dance, drama, and/or visual art.	GMK8A1		Research Standard - B
	Relationships to Other Disciplines	Observes connections between musical experiences and another subject area.	GMK8B1		
	Relation to History and Culture	Sings, listens, and moves to music from world cultures.	GMK9A1	People in Society - A	
February	Singing	Sings independently with a steady beat and developing pitch, using correct posture.	GMK1A1		

	Singing	Sings in groups, with appropriate dynamics and tempi, songs representing diverse genres and cultures.	GMK1B1		
	Performing On Instruments	Performs with appropriate dynamics and maintains steady tempo, music representing diverse genres and cultures.	GMK2A1		
	Performing On Instruments	Performs in groups blending timbres and dynamic levels, music representing diverse genres and cultures.	GMK2B2	Citizenship Rights and Responsibilities - A	
	Improvising	Improvises simple accompaniments.	GMK3A2		
	Reading and Notating	Reads eighth and quarter notes and quarter rests.	GMK5A1		
	Reading and Notating	Uses a system (solfege syllables, numbers, or letters) to read simple pitch notation (sol, mi) on a 2-line staff.	GMK5B1		
	Listening	Identifies and responds to melodic direction (e.g., high/low and up/down).	GMK6A2		
	Listening	Describes and responds to dynamics (e.g., loud/soft) in listening examples from a varied repertoire of music.	GMK6A3		
	Listening	Responds to tempo (e.g., fast/slow) in listening examples from a varied repertoire of music.	GMK6A4		
	Listening	Identifies patterns in a varied repertoire of music.	GMK6B2		
	Evaluating	Discusses and responds to a variety of genres showing different feelings, moods, or images.	GMK7B1		Oral Visual - C
	Relationships to Other Disciplines	Observes connections between musical experiences and another subject area.	GMK8B1		

March	Singing	Sings independently with a steady beat and developing pitch, using correct posture.	GMK1A1		
	Singing	Sings expressively, using dynamics and tempi, songs representing diverse genres and cultures.	GMK1A2	Citizenship Rights and Responsibilities - A	
	Performing On Instruments	Performs with appropriate dynamics and maintains steady tempo, music representing diverse genres and cultures.	GMK2A1		
	Performing On Instruments	Performs bourdons or melodic ostinati on pitched classroom instruments (e.g., xylophone, autoharp, resonator bells).	GMK2A2		
	Improvising	Improvises simple rhythmic variations on familiar melodies.	GMK3A3		
	Reading and Notating	Reads eighth and quarter notes and quarter rests.	GMK5A1		
	Reading and Notating	Writes eighth and quarter notes and quarter rests.	GMK5A2	Social Studies Skills and Methods - C	
	Reading and Notating	Uses a system (solfege syllables, numbers, or letters) to read simple pitch notation (sol, mi) on a 2-line staff.	GMK5B1		
	Listening	Identifies and responds to melodic direction (e.g., high/low and up/down).	GMK6A2		
	Listening	Identifies and demonstrates same and different in specified sections of a varied repertoire of music.	GMK6B1		
	Listening	Distinguishes between melody and accompaniment.	GMK6B3		
	Evaluating	Discusses and responds to a variety of genres showing different feelings, moods, or images.	GMK7B1		Oral Visual - C

	Relationships to Other Disciplines	Observes connections between musical experiences and another subject area.	GMK8B1		
	Relation to History and Culture	Sings, listens, and moves to music from various historical periods.	GMK9A2		
	Relation to History and Culture	Sings songs representing cultures of the United States.	GMK9A4		
	Relation to History and Culture	Recognizes a musician.	GMK9D1		



COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, January
Title:	Reading Quarter and Eighth Notes with Accompaniment
Subject:	General Music
Grade Range:	K
Description:	Students read quarter and eighth notes in stick notation while using ostinati on unpitched classroom instruments or body percussion.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Ta; Ti-Ti; Quarter Note; Eighth Note; Ostinato

Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

Benchmark A: Performs, independently and with appropriate expression, music representing diverse genres and cultures.

GLI 3: Performs ostinati on unpitched classroom instruments or body percussion. GMK2A3

Content Standard 5: Reading and notating music

Benchmark A: Identify and utilize rhythmic notation.

GLI 1: Reads eighth and quarter notes and quarter rests. GMK5A1

Lesson Assessment

- Students sing and read rhythmic notation and accompany songs using quarter note and eighth notes ostinati on either unpitched classroom instruments or body percussion.

Pre-Assessment

- Class reviews “Touch Your Shoulders” (Share the Music K - Teacher’s Edition, page T106; CD 3, track 5). Students tap an ostinato on their knees or unpitched instruments using eighth and quarter notes (ti-ti and ta).

Instructional Strategies

- Teacher notates “Touch Your Shoulders” using stick notation on board, then asks students how many sounds for each beat of the song. Teacher explains two sounds in one beat are called ti-ti in rhythm syllables and one sound in one beat is called ta.
- Class sings the song while teacher points to the notation on the board, then individual students volunteer to point to the notation. Preparation for students to point is the prompt: “One, two, here we go” (ta ta ti-ti ta). The rest of the class continues to play their rhythmic ostinati on their knees or unpitched instruments (Formative Assessment).
- Teacher establishes an ostinato by patsching quarter notes with the class then adds the text of “Engine, Engine” (Share the Music K - Teacher’s Edition, page T136; CD 3, track 32).
- Students play the established ostinato on unpitched instruments (Summative Assessment).
- Teacher asks, “Now, let’s see if we can write ‘Engine, Engine’ on the board just as we did with ‘Touch Your Shoulders.’” Teacher claps and says the first phrase, students echo. Teacher: “Now, what rhythm do we have?” Students respond. Teacher notates on the board using stick notation. The class continues the process until the complete song is on the board.
- Teacher points to the notation for the entire song first and then invites student volunteers to individually lead the song from the board, while the remainder of the class continues quarter note ostinato patsching and/or using unpitched percussion instruments (Formative Assessment).

- Class learns “Star Light, Star Bright” (Share the Music K - Teacher’s Edition, page T156).

(NOTE: Omit eighth note pick-up in the 3rd phrase (change is: “Wish I may, Wish I might).)

- Teacher notates rhythm with stick notation on board and continues with next phrase accordingly until song is completely written in rhythm on board using stick notation. Class reads rhythm on the board (Formative Assessment).
- Teacher and students figure out the rhythm together of “Teddy Bear” (Share the Music K - Teacher’s Edition, page T217; CD 5, track 1), while teacher writes the notation on the board.

(NOTE: Change rhythm of the song so that sixteenth notes are eighth notes and eighth notes are quarter notes. At the end of the second phrase after “ground” teacher draws a blank line for the space of the quarter as an introduction to quarter rest.)

- Class reads the notated rhythm on the board (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K - Teacher’s Edition
- Share the Music K, CDs 3, 5

Materials/Resources

- Unpitched percussion classroom instruments
 - CD player
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Re-Teach

- Students review long and short sounds with echo clapping rhythmic activities using body percussion and unpitched percussion instruments.
- Teacher claps one phrase and asks students: “What rhythm did you hear? Was it long or short? How does it look?” Students use long and short lines to write the rhythm. Students then read the rhythm from the board and play it using body percussion and unpitched instruments.

Extension

- Teacher claps rhythm of greeting, “Hello, boys and girls.” Students notate it on the board.
- Teacher writes notation for “Star Light, Star Bright” (Share the Music K - Teacher’s Edition, page T156) on board using large star for ta; two small stars for ti-ti. Individual students re-write the song one phrase at a time using ta and ti-ti. Class reads and sings the song together. Students patsch quarter note ostinati on knees or with unpitched classroom instruments to accompany the song.

(NOTE: 3rd phrase, omit eighth note pick-up.)

- Using any of the above songs teacher claps the rhythm then students echo and write the notation with their own paper and pencil as writing reinforcement activity.

Interdisciplinary Connections

- Informal, Technical and Persuasive Text Standard E – Evaluate two and three step directions for proper sequencing and completeness.
 - Social Studies Skills and Methods C – Communicate information orally, visually or in writing.
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Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Demonstrations• Discovery Learning• Hands-On Learning• Questioning Techniques• Thematic Approach <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Informal Assessment• Observation• Self-Evaluation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Analysis <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily-Kinesthetic• Musical <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identifying Similarities and Differences• Questions, Cues, and Advanced Organizers <p>SIOP – ESL</p> <ul style="list-style-type: none">• Activities• Guided Practice• Hands-On• Modeling• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, January
Title:	Interpreting a Picture Combining Art Forms
Subject:	General Music
Grade Range:	K
Description:	In this lesson, students use improvisation to connect to music, dance, drama and visual art.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Shape; Form; High; Low; Loud; Soft; Fast; Slow; Drama; Dance; Visual Art; Improvisation

Content Standard 4: Composing and arranging music within specified guidelines

Benchmark A: Create, notate, arrange, and perform short pieces of music.

GLI: 1: Creates, arranges, and performs music to accompany readings and dramatizations. GMK4A1

Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Benchmark A: Identify similarities and differences in the meanings of common terms used in the various arts.

GLI 1: Recognizes common terms found in music, dance, drama, and/or visual art. GMK8A1

Lesson Assessment

- Using a picture as point of reference, students create/improvise using elements (shape, form, up, down, high, low, loud, soft) found in music, dance, drama and visual art.
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Pre-Assessment

- Class discusses how a bunny moves. Students demonstrate movements.
 - Students listen to “Bunny Hop” and raise hands when they hear the sound of the bunny hopping (Share the Music K – Teacher’s Guide, page T291; CD 6, track 29).
 - Teacher teaches dance to class one step at a time. Teacher and students combine all steps to complete the dance. Class dances to the music.
- 

Instructional Strategies

- Students explore and discuss the picture in Share the Music K Big Book, pages 68 and 69. They find the bee, kite, frog, rabbit, baby chickens, butterfly, birds and breeze for kites. They discuss how the items in the picture move (up, down, fast, slow) and what they sound like (high, low, loud soft, no sound; Formative Assessment).
- Teacher asks students to move like a bee, kite, frog, rabbit, baby chickens, butterfly, birds and breeze for kites. They do the movements as a class (Formative Assessment).
- Teacher assists students in developing ostinati on unpitched percussion instruments to accompany the movements:
 - Bee Buzzing – vibraslap
 - Kite Flying – glissandos up and down on soprano and alto glockenspiels
 - Frog – temple block
 - Rabbit Hopping – claves
 - Breeze for Kites – circular motion on hand drum
 - Butterfly – chime tree glissandos up and down

- Teacher assists students in developing ostinati using vocal registers:
 - Baby Chickens – verbal chirping imitating baby chickens
 - Birds – verbal chirping or whistle imitating birds
- Class creates a story about the picture. Teacher writes down the story sequence.
- Students choose to be a character or accompany the character from the picture while the teacher retells the story. Students accompany and perform the story (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K – Teacher’s Guide
- Share the Music K – Big Book
- Share the Music K, CD 6

Materials/Resources

- Unpitched Percussion: vibraslap, temple blocks, claves, chime tree, hand drums
- CD player

Re-Teach

- Teacher leads class in reviewing movement: kites flying, frog, rabbit, butterfly, breeze for kites.
- Teacher adds unpitched instruments for the above movement asking students to first listen, then identify what the instrument represents.
- Class discusses why this sound represents the character.

Extension

- Teacher invites students to create their own ostinati to accompany the movement of the characters found in the picture on pages 68 and 69 of Share the Music K – Big Book, using the instruments pre-determined to accompany the movement.
 - Teacher invites students to create their own ostinati and choose an instrument that might better represent the character of their choice.
 - Teacher invites a student to retell the story while class performs.
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Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.
 - Research Standard B – Retell important details and findings.
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Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Brainstorming• Demonstrations• Discovery Learning• Discussions <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Informal Assessment• Observation• Self-Evaluation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Analysis• VI Evaluation <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily-Kinesthetic• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Nonlinguistic Representation <p>SIOP – ESL</p> <ul style="list-style-type: none">• Building Background• Interaction• Modeling• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, February
Title:	Sing and Accompany with Diverse Repertoire
Subject:	General Music
Grade Range:	K
Description:	Students sing and accompany songs from several genres and cultures.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Ostinato; Bourdon; Pitched Instruments

Content Standard 1: Singing, alone and with others, a varied repertoire of music

Benchmark B: Sing in groups, with appropriate expression, songs representing diverse genres and cultures.

GLI 1: Sings in groups, with appropriate dynamics and tempi, songs representing diverse genres and cultures. GMK1B1

Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

Benchmark B: Perform in groups and with appropriate expression, music representing diverse genres and cultures.

GLI 2: Performs bourdons or melodic ostinati on pitched classroom instruments (e.g., xylophone, autoharp, resonator bells).
GMK2B2

Lesson Assessment

- Students sing a diverse repertoire of song material.
 - Students play bourdons or melodic ostinati on classroom instruments as accompaniments.
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Pre-Assessment

- Students listen to “Brush Your Teeth” and patsch a half note steady beat pattern (Share the Music K – Teacher’s Edition, page T34; CD 1, track 24).
 - Students echo text after teacher and continue to patsch the half note steady beat pattern.
 - Teacher plays bourdon (half note pattern, F and C) on pitched instrument while students sing the song.
 - Selected students play bourdon while remainder of the class continues using body percussion half note pattern.
- 

Instructional Strategies

- Students listen to “Get on Board” and patsch a steady beat pattern (Share the Music K – Teacher’s Edition, page T138; CD 3, track 34).
- Students listen to the song again, walk in a steady beat pattern and move their hands like train wheels.
- Teacher sets up classroom instruments for a G and D bourdon.
- Teacher adds G and D bourdon while class continues to move and sing (steady beat pattern using G and D).
- Teacher sings verse and class sings the refrain.
- Selected students play bourdon on pitched instruments while the remainder of the class continues to move and sing (Formative Assessment).

- Teacher shows picture of a piñata or has a piñata to show the class and explains how piñatas are used anytime for celebration.
- Students echo “La piñata” (in English) after teacher and move their hands in a striking motion in the air with the beat (Share the Music K – Teacher’s Edition, page T258; CD 5, track 39).
- Students listen to the recording sung first in Spanish and then in English. Students continue to move their hands in a striking motion in the air with the beat.
- Students listen to recorded lesson for Spanish pronunciation (CD 5, track 40).
- Teacher adds ostinato (B flat and F on pitched instruments, or transpose to C and use C and G) while students echo teacher phrase-by-phrase in English.
- Selected students play an ostinato on pitched instruments using same pattern they used with their body percussion (Formative Assessment).
- Teacher sings “Rover” while students patsch a half note pattern (Share the Music K – Teacher’s Edition, page T125; CD 3, track 27).
- Students learn the song by rote and patsch a half note pattern.
- Class sings the song.
- Teacher adds ostinato (half note pattern using D and A) on pitched classroom instruments while students sing.
- Selected students play the ostinato (half note pattern using D and A) on the instruments while the rest of the class continues to sing and patsch. This activity is repeated so that all students have an opportunity to play the pitched instruments (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K, CDs 3 and 5
- Share the Music K – Teacher’s Edition

Materials/Resources

- Alto xylophone
 - Soprano xylophone
 - Alto glockenspiel
 - Soprano glockenspiel
 - Resonator bells
 - Soccer ball
 - Piñata (or a photo of a piñata)
 - CD player
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Re-Teach

- Students learn “Hello, There,” by rote, and patsch the steady beat (Share the Music K – Teacher’s Edition, page T301).
- Teacher adds an ostinato on pitched instruments (steady beat, C and G) while students continue to patsch the steady beat.
- Selected students play the ostinato on pitched instruments (steady beat, G and C) while the remaining students continue to sing and patsch the steady beat. This activity is repeated until all students play the ostinato.

Extension

- Students review half note patching pattern while singing “Rover” (Share the Music K – Teacher’s Edition, page T125; CD 3, track 27).
- Students sit in a circle on the floor.
- Students pass a soccer ball around the circle on the half notes when the teacher says “pass.”
- Teacher sets up several classroom instruments with D and A bars.
- Students sing, patsch the half note pattern and pass the soccer ball around the circle. At the end of the song, the student with the soccer ball leaves the circle and chooses a pitched instrument to play to accompany the song.

- The game continues until all classroom instruments are being played. Then a student playing an instrument shows another student who has the ball how to play the instrument before returning to the circle.

Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none"> • Cooperative Learning • Hands-On Learning • Multiple Activities <p>Grouping</p> <ul style="list-style-type: none"> • Heterogeneous Grouping • Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none"> • Curriculum Based Assessment • Observation • Peer Evaluation <p>Student Groupings</p> <ul style="list-style-type: none"> • Class • Grade • Large Group Instruction 	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none"> • I Knowledge • II Comprehension • III Application • IV Analysis • V Synthesis <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none"> • Bodily-Kinesthetic • Linguistic • Musical • Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Cooperative Learning <p>SIOP – ESL</p> <ul style="list-style-type: none"> • Building Background • Hands-On Activities • Meaningful Content and Language Activities • Modeling • Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, February
Title:	Musical Changes: Dynamics and Form
Subject:	General Music
Grade Range:	K
Description:	In this lesson, students will explore changes in dynamics and form in classical music and music written for their age group.
Duration:	30 minutes
Author:	Michele Writsel-Lopez
Publisher:	Columbus City Schools
Keywords:	Dynamics; Loud; Soft; Form

- Content Standard 6:** Listening to, analyzing, responding to, and describing music
- Benchmark A: Listen, respond and describe a varied repertoire of music utilizing musical terminology
- GLI 3: Describes and responds to dynamics (e.g., loud/soft) in listening examples from a varied repertoire of music. GMK6A3
- Benchmark B: Listen to a varied repertoire of music and analyze the structure.
- GLI 2: Identifies patterns in a varied repertoire of music.
GMK6B2

Lesson Assessment

- Students describe and perform appropriate dynamics for singing “Wake Me, Shake Me.”
- Students identify changes in form of “Slavonic Dance Op. 46, No. 1,” by moving differently for each section of music.

Pre-Assessment

- Students are able to sing songs loud or soft at teacher commands.
- Students can identify changes heard in music (e.g., raise your hand when the rhythms become fast, stand up when the music gets loud).

Instructional Strategies

- Teacher speaks the chant “Round in a Circle” (Share the Music K, page T14), while performing a pat-clap pattern. Students join in on the pat-clap pattern while teacher performs song a second time.
- Teacher informs class that this song has two sections in it: one for the group and one for individuals.
- Teacher demonstrates saying “My name is _____,” using either the teacher’s first name or a child’s name. (It is important to simplify the name because “Mrs. _____” or “Mr. _____” will likely have many more syllables in it and be difficult for students to repeat for themselves.)
- Class performs the song with student volunteers for the individual section and entire class on the group part of the chant, ensuring that students sing only at the appropriate times (Formative Assessment).
- Students learn the song “Wake Me, Shake Me” (Share the Music K, page T25; CD 1, track 17), by listening to it two times, then singing along with the recording.
- Teacher asks class, “How would we sing this song if we were trying to wake up a baby?” Class responds, “Softly,” and demonstrates singing the song softly (Summative Assessment).
- Teacher asks class other possible circumstances for singing the song (e.g., big brother who is a heavy sleeper, mom is talking on the phone, friends at a sleep-over), and class demonstrates singing at the appropriate dynamic level (Summative Assessment).

- Students listen to “Slavonic Dance Op. 46, No. 1 (excerpt), by Antonin Dvořák (Share the Music K, page T107; CD 3, track 6).
- Teacher informs class that the song has three sections and writes three boxes on the chalkboard. Students listen to the song again, standing up when they hear the second section and sitting down for the first and third.
- Students identify which sections have patterns which are longer and sound like walking (sections 1 and 3), and which sounds short like jogging (section 2). Teacher writes Walk-Jog-Walk in the appropriate box on the board.
- Students listen to the song two more times: first standing in front of their chair and moving in place with the appropriate motion for each section of music; and second moving through the room, walking or jogging with the appropriate motion (Summative Assessment).
- Teacher performs “Mrs. Murphy’s Chowder” (*Mrs. Murphy’s Chowder Song Sheet*), and teaches it by rote.
- Teacher writes “Loud” and “Soft” on the board.
- Students chant “Mrs. Murphy’s Chowder,” saying and performing louder or softer according to which word the teacher or a selected student points to (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K, CDs 1, 3, 4, 6
- Share the Music K – Teacher’s Edition
- Share the Music K Big Book (Re-Teach)
- Share the Music K, Listening Map Transparency T•10 (Extension)
- Chalkboard and chalk

Materials/Resources

- CD player
- *Mrs. Murphy’s Chowder Song Sheet*
- Overhead projector (Extension)

Re-Teach

- Students listen to “The Little Train of the Caipira” (Share the Music K – Teacher’s Edition, pages T168-169; Share the Music K Big Book, pages 38-39; CD 4, track 20).
- Students follow the listening map, with teacher assistance, identifying changes in the song.

Extension

- Students look at the listening map for “Pizzicato Polka,” by Johann Strauss, Jr. (Share the Music K, Listening Map Transparency T•10; CD 6, track 46), and listen to the song. Students divide into five groups. Each group is assigned one of the five colors to perform a motion for while listening to the song.
- Students create their own listening maps to one of the following songs:
 - “Chasse à Valabre,” from *Le Cheminée du Roi René*, by Darius Milhaud (Share the Music K – Teacher’s Edition, pages T189; CD 4, track 31),
 - “Bourée,” from *Royal Fireworks*, by George Frideric Handel (Share the Music K – Teacher’s Edition, pages T299; CD 6, track 39), or
 - “March for the Royal Philharmonic Society (excerpt),” by Franz Joseph Haydn (Share the Music K – Teacher’s Edition, pages T304; CD 6, track 45).

Linked Materials

- *Mrs. Murphy’s Chowder Song Sheet*
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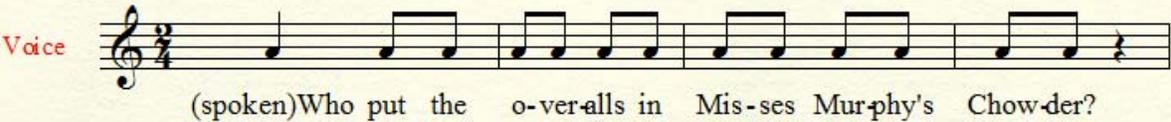
Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Cooperative Learning• Demonstrations• Discovery Learning• Experiential Learning• Hands-On Learning• Multiple Activities• Visual Instruction <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Informal Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily-Kinesthetic• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Cooperative Learning• Identifying Similarities and Differences <p>SIOP – ESL</p> <ul style="list-style-type: none">• Building Background• Guided Practice• Hands-On Activities• Modeling• Techniques to Make Concepts Clear
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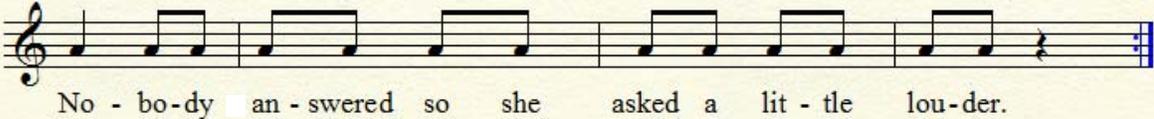
Mrs. Murphy's Chowder Song Sheet

Irish folk song

Voice



(spoken)Who put the o-ver-alls in Mis-ses Mur-phy's Chow-der?



No - bo-dy an - swered so she asked a lit - tle lou-der.



COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, March
Title:	Improvisation, Writing as a Young Musician
Subject:	General Music
Grade Range:	K
Description:	Students improvise simple variations on familiar songs, write simple notation on familiar songs and identify themselves as musicians.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Improvisation; Rest; Quarter Notes; Eighth Notes; Musician

Content Standard 3: Improvising melodies, variations and accompaniments

Benchmark A: Create and perform melodies, variations and accompaniments.

GLI 3: Improvises simple rhythm variations on familiar melodies.
GMK3A3

Content Standard 5: Reading and notating music

Benchmark A: Create and perform melodies, variations, and accompaniments.

GLI 2: Writes eighth and quarter notes and quarter rests. GMK5A2

Content Standard 9: Understanding music in relation to history and culture

Benchmark D: Identify and describe roles of musicians in various musical settings.

GLI 1: Recognizes a musician. GMK9D1

Lesson Assessment

- Students rhythmically notate “Touch Your Shoulders” and “Teddy Bear,” using manipulatives.
 - Students improvise variations on “Touch Your Shoulders” and “Teddy Bear.”
 - Students identify themselves as musicians.
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Pre-Assessment

- Students learn “Touch Your Shoulders” (Share the Music K, page T106; CD 3, track 5).
 - Teacher asks how many sounds are in “touch your” (2), notates ti-ti on the board and continues this process for the rest of the song.
 - Students sing the song using rhythmic notation on the board.
 - Individual students lead singing and note reading from the board.
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Instructional Strategies

- Students sit on the floor. Teacher distributes a Rhythmic Notation Kit to each student.
- Using the Popsicle sticks from the kit, students write the stick notation for “Touch Your Shoulders” on the floor. They use the rhythmic notation on the board as a reference.
- Students add note heads (Bingo Markers) to the bottoms of their stick notation on the left hand side.
- Students sing the song and point at the rhythm while singing.
- Teacher improvises new rhythm for the first phrase of the song, and then invites students to share a new way to sing the rhythm of the first phrase of the song (Formative Assessment).
- Teacher and students review text and motions of “Teddy Bear” (Share the Music K – Teacher’s Edition, page T217; CD 5, track 2).

- Students echo the first two phrases after the teacher and use their Rhythmic Notation Kit to write the rhythm on the floor. (Note: Use quarter note and eighth note rhythm for the song.)
- Students echo the last two phrases after the teacher and use their Rhythmic Notation Kit to write the rhythm on the floor. (Note: The fourth beat of the fourth phrase should be a rest. Teacher makes correction.)
- Teacher sings first phrase improvising new rhythm and asks students if what they heard matches the notation.
- Teacher invites students to sing a new rhythm for the first phrase (Summative Assessment).
- Teacher asks class to describe what they are doing. Students respond. Teacher responds; “You are musicians. You write music, you sing music and you create new music.”
- Teacher asks each individual student, “Are you a musician?” Students respond (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K, CDs 3 and 5
- Share the Music K – Teacher’s Edition

Materials/Resources

- CD player
- Rhythmic Notation Kit
 - Popsicle sticks (24 per bag)
 - Bingo markers (24 per bag; available at Yankee Trader or a toy store)
 - Zip top sandwich bags

Re-Teach

- Students learn “Star Light, Star Bright” (Share the Music K Teacher’s Edition, page T156; CD 4, track 2).
- Teacher improvises a phrase. Class echoes the teacher. Teacher invites a student to improvise a phrase. Class echoes the student.
- Teacher sings each phrase, asking students for rhythm of each word or rhythm combination (ti-ti) and notates it on the board.
- Students sing complete song with a student leading from the board.
- Teacher distributes individual notation writing packets to students. Students write “Star Light, Star Bright” on the floor. Teacher checks individual work, offering assistance, as needed.

Extension

- Students play “Two, Four, Six, Eight,” as a circle game and pass a soccer ball to keep the steady beat (Share the Music K Teacher’s Edition, page T126).
- Teacher distributes individual notation writing packets to students.
- As the teacher says each phrase of the poem, the students echo and then write the rhythms on the floor. Teacher checks individual work.
- Teacher asks students to change the rhythm of each phrase they have written on the floor. Students sing and read them to the class.
- Teacher asks students, “Are we musicians?” Students answer with their reasons.

Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.
- Informational, Technical and Persuasive Text Standard E – Evaluate two or three step directions for proper sequencing and completeness.

Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Demonstrations• Hands-On Learning• Questioning Techniques• Visual Instruction <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Informal Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Individual• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Analysis• V Synthesis• VI Evaluation <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily-Kinesthetic• Logical-Mathematical• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Cooperative Learning• Identifying Similarities and Differences <p>SIOP – ESL</p> <ul style="list-style-type: none">• Building Background• Hands-On Activities• Modeling• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, March
Title:	Discover the Difference
Subject:	General Music
Grade Range:	K
Description:	Students sing and move to discover same and different elements in music.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Same; Different; Movement; Singing

- Content Standard 6:** Listening to, analyzing, responding to, and describing music
- Benchmark B: Listen to a varied repertoire of music and analyze the structure.
- GLI 1: Identifies same and different in specified sections of a varied repertoire of music. GMK6B1

- Content Standard 9:** Understanding music in relation to history and culture
- Benchmark A: Identify by genre or style and respond to music from various historical periods and diverse cultures.
- GLI 2: Sings, listens and moves to music from various historical periods. GMK9A2

Lesson Assessment

- Students use singing and movement to determine same and different in a varied repertoire of music.

Pre-Assessment

Teacher sets up the followed pitched and unpitched instruments, points to each pair, and asks students what is the same and what is different in each pair:

- Bass Xylophone and Bass Metallophone,
- Two Alto Xylophones,
- Soprano Glockenspiel and Alto Glockenspiel,
- Two Hand Drums of the same size,
- Tambourine and Hand Drum of the same diameter,
- Two Triangles of the same size,
- One Large Triangle and one Small Triangle, and
- Two pair Claves (one pair light wood; another pair dark wood).

Instructional Strategies

- Students march around the classroom to “March from Babes in Toyland,” by V. Herbert (Early American Music; Share the Music K – Teacher’s Edition, page T 217; CD 5, track 1). Class determines whether to wait or move during the introduction, then march again (Formative Assessment).
- Teacher plays “South Rampart Street Parade,” by S. Allen, R. Bauduc, and R. Haggart (American Jazz Example; Share the Music K – Teacher’s Edition, page T308; CD 6, track 47); and asks, “Can we march to this music?” Students respond then march.
- As the music changes, teacher stops the recording and ask students what is happening and how could they move to show the changes.
- Students follow Listening Map Transparency T•11.
- Students use the transparency to help them listen and move to the music (Formative Assessment).
- Students learn, sing and move to “Peanut Butter, Jelly” (American Camp Song; Share the Music K – Teacher’s Edition, page T44; CD 1, track 41).

- Teacher asks, “What part of the song did we sing over and over again?” Students respond (Summative Assessment).
- Teacher asks, “What parts of the song are different?” Students respond (Summative Assessment).
- Students learn and sing “Get on Board” (African American Spiritual; Share the Music K – Teacher’s Edition, page T138; CD 3, track 34). Class moves like a train and use their hands making circular train wheel motions.
- Teacher asks, “What part of the song do we sing over and over?” Students respond (Summative Assessment).
- Teacher asks, “Which part of the song is different?” Students respond (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K, CDs 1, 3, 5 and 6
- Share the Music K, Listening Map Transparency T•11
- Share the Music K – Teacher’s Edition

Materials/Resources

- CD player
- Bass xylophone and bass metallophone
- Two alto xylophones
- Soprano glockenspiel and alto glockenspiel
- Two hand drums (same size)
- Tambourine and hand drum (same diameter)
- Two triangles (same size)
- One large, one small triangle
- Two pair claves (one pair light wood, another pair dark wood)

Re-Teach

- Students learn and sing “Clap Your Hands” (Share the Music K – Teacher’s Edition, page T4; CD 1, track 5). During the B section students circle in place. Teacher plays recording so students can sing together with movement directed by the verses.
- Teacher asks, “What part of the song did we always show?” Students respond.
- Teacher asks, “What part of the song was different?” Students respond.

Extension

- Students listen to “Echo” (Share the Music K – Teacher’s Edition, page T5; CD 1, track 6). Teacher asks, “What do you hear?” Students respond. Teacher sings the song and students respond as the echo.
- Teacher divides the class into two equal groups. One group starts the song and the second group responds as the echo. Activity is repeated so that both groups sing both parts.
- Individual students lead the song while the remainder of the classroom is the echo.

Interdisciplinary Connections

- Research Standard A – Retell important details and findings.
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Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Demonstrations• Discovery Learning• Discussions• Multiple Activities• Thematic Approach• Visual Instruction <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Informal Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Analysis• V Synthesis <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily-Kinesthetic• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identifying Similarities and Differences <p>SIOP – ESL</p> <ul style="list-style-type: none">• Building Background• Modeling• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, March
Title:	Melody and Accompaniment – Discover the Difference
Subject:	General Music
Grade Range:	K
Description:	Students hear the difference between melody and accompaniment.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Melody; Accompaniment

Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

Benchmark A: Perform, independently and with appropriate expression, music representing diverse genres and cultures.

GLI 2: Performs bourdons or melodic ostinati on pitched classroom instruments (e.g., xylophone, autoharp, resonator bells). GMK2A2

Content Standard 6: Listening to, analyzing, responding and describing music

Benchmark B: Listen to a varied repertoire of music analyze the structure.

GLI 3: Distinguishes between melody and accompaniment. GMK6B3

Lesson Assessment

- Students distinguish between melody and accompaniment while singing the song “Down by the Bay.”
 - Students play a bourdon while singing “Wake Me, Shake Me.”
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Pre-Assessment

- In order to establish the concept of melody, students sing two or three unaccompanied familiar songs.
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Instructional Strategies

- Students patsch steady beat on knees and learn “Play the Drum” (Share the Music K - Teacher’s Edition, page T24), by echoing teacher phrase by phrase. Teacher repeats phrases until the class can say the chant.
- Students play steady beat pattern on hand drums while saying “Play the Drum.” The chant is repeated until everyone has a chance to play the hand drums. Students are informed that the drum is the accompaniment to the poem (Formative Assessment).
- Students learn “Wake Me, Shake Me” (Share the Music K - Teacher’s Edition, page T25; CD 1, track 17), by echoing the teacher phrase by phrase. Movements are included with the song phrases.
- Class sings “Wake Me, Shake Me,” with the CD. Teacher turns the balance control on the CD player so that only voices are heard and identifies the melody. Students sing the melody with the CD (voices only).
- Teacher switches the dial on the balance control so that only instruments are heard and identifies the accompaniment. Students sing the melody with the CD accompaniment.
- Students play a bourdon on Orff instruments (C and G) played in steady quarter note pattern, while singing “Wake Me, Shake Me” (Summative Assessment).
- Students sing with and without Orff instrument accompaniment.

- Teacher asks the question, “When do we sing with instruments?” (The accompaniment was the full instrumentation from the CD and the bourdon with Orff instruments.)
- Teacher asks the question, “What do we call our singing without the instruments?” (The *melody* is the part the voices sing and the instruments complete our song with their *accompaniment*; Formative Assessment)
- Students listen to “Down by the Bay” (Share the Music K - Teacher’s Edition, page T31; CD 1, Track 22). Teacher turns balance control on CD player so that only voices are heard. Students identify as melody. Teacher turns balance control on CD player so that only accompaniment is heard. Students identify as accompaniment (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K - Teacher’s Edition
- Share the Music K, CD 1

Materials/Resources

- Hand drums
- CD player

Re-Teach

- Students sing a previously learned song with CD, and then without CD. Teacher identifies this as the melody. Students sing the song with CD accompaniment only. Teacher identifies this as the accompaniment. Students repeat this exercise with a different song and identify the melody and accompaniment on their own.

Extension

- Class plays the *Melody and Accompaniment Game*. Class is divided into two teams. Using examples of songs previously learned or new material, teacher plays five to ten short examples on the CD player using either melody alone or accompaniment alone. Each team identifies whether they heard the melody or the accompaniment.

Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.
- Research Standard B – Retell important details and findings.

Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Demonstrations• Discovery Learning• Multiple Activities• Questioning Techniques• Thematic Approach <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Informal Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Heterogeneous Grouping• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• IV Analysis <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Musical <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identifying Similarities and Differences <p>SIOP – ESL</p> <ul style="list-style-type: none">• Comprehensible Input• Integration of Reading, Writing, Speaking, and Listening Skills• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, March
Title:	Song Styles of the United States/Identify a Musician
Subject:	General Music
Grade Range:	K
Description:	Students sing several song styles of the United States and hear two American musicians play two different styles of music heard in the United States.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Musician; Jazz; Folk Song; Camp Song; Classical

Content Standard 9:	<u>Understanding music in relation to history and culture</u>
Benchmark A:	Identify by genre or style and respond to music from various historical periods and diverse cultures.
GLI 4:	Sings songs representing cultures of the United States. GMK9A4
Benchmark D:	Identify and describe roles of musicians in various musical settings.
GLI 1:	Recognizes a musician. GMK9D1

Lesson Assessment

- Students sing songs representing cultures of the United States of America.
- Students recognize that their music teacher is a musician teaching music.

Pre-Assessment

- Teacher asks students, “Can you tell me someone who makes music and how they make it?”
- Students sing two familiar songs with different styles (not from this lesson).

Instructional Strategies

- Teacher asks students to name the colors that they are wearing today. Class reviews colors: red, blue, green, yellow and orange. Students stand as the color(s) they are wearing are named.
- Students pat steady beat on knees while listening to “Colors” (Share the Music K - Teacher’s Edition, page T50; CD 1, track 46).
- Students stand up when the color(s) they are wearing are mentioned in the song.
- Teacher identifies style as *Jazz* (Formative Assessment).
- Students stand and echo each phrase and movement of “Wake Me, Shake Me” (Share the Music K - Teacher’s Edition, page T25; CD 1, track 17). Students sing song with CD.
- Teacher identifies style as an *American Folk Song*, a song that tells a story. Students discuss the story (Summative Assessment).
- Students stand and echo each phrase and movement of “Peanut Butter, Jelly” (Share the Music K - Teacher’s Edition, page 44; CD 1, track 41). Students sing with CD. Teacher identifies style as an *American Camp Song* (Summative Assessment).
- Students watch a few minutes of Share the Music “Musical Expression” video, with concert violinist Midori and jazz saxophonist Joshua Redman. Teacher asks which musician plays in an American style (Summative Assessment).
- Class discusses the musicians in the music class. The teacher teaches music which means the teacher is a musician. Students recognize that they sing and make music, so they are musicians, too (Summative Assessment).



District Adopted Textbook/Supplemental Materials

- [Share the Music K - Teacher's Edition](#)
- [Share the Music K, CD 1](#)
- [Share the Music, "Musical Expression" video](#)

Materials/Resources

- CD player
 - TV with VHS player
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Re-Teach

- Teacher asks students, "Is anyone in your family a musician? What makes them a musician?" For students who struggle to find answers, the teacher gives examples of musicians in his or her own family.

Extension

- Students watch complete 18-minute [Share the Music](#) "Musical Expression" video to see classical and jazz musicians making music and discussing their art forms.
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Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.
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Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Discovery Learning <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Heterogeneous Grouping• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• II Comprehension• III Application <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily Kinesthetic• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identifying Similarities and Differences <p>SIOP – ESL</p> <ul style="list-style-type: none">• Building Background• Modeling• Techniques to Make Concepts Clear
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General Music Scope and Sequence Kindergarten

Month	Theme	GLI	Standard Benchmark GLI	OGT Social Studies Standards and Benchmarks	OGT English Language Arts Standards and Benchmarks
Grading Period 4					
April	Singing	Sings independently with a steady beat and developing pitch, using correct posture.	GMK1A1		
	Performing On Instruments	Performs bourdons or melodic ostinati on pitched classroom instruments (e.g., xylophone, autoharp, resonator bells).	GMK2A2		
	Improvising	Improvises simple accompaniments	GMK3A2		
	Improvising	Improvises phrases using a variety of sound sources.	GMK3A4		
	Reading and Notating	Reads eighth and quarter notes and quarter rests.	GMK5A1		
	Reading and Notating	Uses a system (solfege syllables, numbers, or letters) to read simple pitch notation (sol, mi) on a 2-line staff.	GMK5B1		
	Reading and Notating	Writes pitch notation (sol, mi) on a 2-line staff.	GMK5B2		
	Listening	Identifies and demonstrates same and different in specified sections of a varied repertoire of music.	GMK6B1		
	Listening	Identifies patterns in a varied repertoire of music.	GMK6B2		
	Listening	Identifies the sources of sounds.	GMK6C1		
	Evaluating	Discusses and responds to a variety of genres showing different feelings, moods, or images.	GMK7B1		Oral Visual - C

	Relationships to Other Disciplines	Observes connections between musical experiences and another subject area.	GMK8B1		
	Relation to History and Culture	Sings, listens, and moves to music from world cultures.	GMK9A1	People in Society - A	
May	Singing	Sings independently with a steady beat and developing pitch, using correct posture.	GMK1A1		
	Performing On Instruments	Maintains independent instrumental parts in music representing diverse genres and cultures.	GMK2B1		
	Performing On Instruments	Performs in groups blending timbres and dynamic levels, music representing diverse genres and cultures.	GMK2B2	Citizenship Rights and Responsibilities - A	
	Improvising	Improvises phrases using a variety of sound sources.	GMK3A4		
	Composing	Creates and notates simple rhythmic and melodic phrases and ostinati.	GMK4A2		
	Reading and Notating	Reads eighth and quarter notes and quarter rests.	GMK5A1		
	Reading and Notating	Writes eighth and quarter notes and quarter rests.	GMK5A2	Social Studies Skills and Methods - C	
	Reading and Notating	Uses a system (solfege syllables, numbers, or letters) to read simple pitch notation (sol, mi) on a 2-line staff.	GMK5B1		
	Listening	Identifies and demonstrates same and different in specified sections of a varied repertoire of music.	GMK6B1		
	Evaluating	Reflects on own and others' performances.	GMK7A2		Research Standard – A
	Evaluating	Discusses and responds to a variety of genres showing different feelings, moods, or images.	GMK7B1		Oral Visual - C
	Relationships to Other Disciplines	Observes connections between musical experiences and another subject area.	GMK8B1		

	Relation to History and Culture	Sings, listens, and moves to music from world cultures.	GMK9A1	People in Society - A	
	Relation to History and Culture	Attends live music performances and demonstrates audience behavior appropriate for the context and style of music performed.	GMK9B1	Citizenship Rights and Responsibilities - A	
June		Review GLIs through songs and musical activities			



COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, April
Title:	Two-Line Staff – Write and Accompany
Subject:	General Music
Grade Range:	K
Description:	Students write pitch notation on a two-line staff while improvising simple accompaniments on pitched and unpitched instruments.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Two-Line Staff; Improve

Content Standard 3: Improvising melodies, variations, and accompaniments

Benchmark A: Create and perform melodies, variations, and accompaniments.

GLI 2: Improvises simple accompaniments. GMK3A2

Content Standard 5: Reading and notating music

Benchmark B: Identify and utilize treble clef pitch notation.

GLI 2: Write pitch notation (sol, mi) on a 2-line staff. GMK5B2

Lesson Assessment

- Students melodically notate “Two, Four, Six, Eight” on a two line staff.
- Students improvise a melodic bourdon for “Star Light, Star Bright.”

Pre-Assessment

- Students review chant, “Two, Four, Six, Eight,” and patsch a steady beat (Share the Music K – Teacher’s Edition, page T126).
- Selected students play the steady beat on unpitched percussion instruments while class repeats chant.
- Teacher speaks rhythm phrase-by-phrase while selected students notate them on blackboard. Instrumentalists continue to play the steady beat.
- Students read rhythm of the chant from the board and check for accuracy.
- Instrumentalists create new rhythms using unpitched percussion instruments while class repeats chant.

Instructional Strategies

- Teacher draws two-line staff on board and explains that the top line is called sol and the bottom line is called mi. Teacher points and sings sol and mi, students echo.
- Teacher uses sol and mi while singing “Two, Four, Six, Eight.” Teacher repeats the song phrase-by-phrase and points to the correct line on the two-line staff. Students echo.
- Teacher distributes Melodic Notation Kit (Popsicle sticks, Bingo markers and laminated two-line staff sheet) to each student.
- Teacher sings first phrase, students echo. Teacher writes the phrase on the board with students’ assistance. Students use their manipulatives to write the phrase on their two-line staves.
- Teacher checks student work. Students point to the notes on their two-line staves while singing the first phrase.
- Class repeats the procedure for each phrase until they have written and sung all of the phrases of the song (Summative Assessment).
- Selected students accompany the song on pitched instruments using a rhythmic bourdon of their own choosing. The remainder of the class uses solfege to sing the song from the two-line staff on the blackboard.

- Students sing “Star Light, Star Bright” (Share the Music K – Teacher’s Edition, page T156).
- Teacher sings each phrase while pointing to two-line staff on the board, students repeat.

(NOTE: Use quarter/eighth note pattern for rhythm for the song.)

- Teacher sings first phrase in solfege. Students write the phrase using their Melodic Notation Kit. Teacher checks work. Students sing the first phrase while pointing to sol and mi on their two-line staffs. Class repeats procedure phrase-by-phrase until the whole song is written on two-line staffs.
- Students accompany the song on pitched instruments using a melodic bourdon of their own choosing. The remainder of the class uses solfege to sing the song from the two-line staff on the blackboard (Summative Assessment).
- Class sings “Touch Your Shoulders” (Share the Music K – Teacher’s Edition, page T106; CD 3, track 5).
- Teacher sings first phrase, students echo. Teacher asks, “Do we start the song high (sol), or low (mi)?” Students respond. Teacher writes their response on board and uses quarter and eighth notes for the rhythm. Teacher sings this phrase and asks if it is correct. Students make corrections. Class repeats the procedure until the whole song is written on the board.
- Teacher sings first phrase of the song. Students echo and write the phrase using their Melodic Notation Kit. Teacher checks work. Class repeats procedure until the song is completed (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K, CD 3
- Share the Music K – Teacher’s Edition

Materials/Resources

- CD player
 - Rhythmic Notation Kit
 - Popsicle sticks (24 per bag)
 - Bingo markers (24 per bag; available at Yankee Trader or a toy store)
 - Laminated two-line staff paper (8 ½ by 14 or 11 by 17)
 - Zip top sandwich bags
 - Pitched percussion instruments (Orff instruments, resonator bells, etc.)
 - Blank two-line staff for students to copy (8 ½ by 11) from written work using manipulatives (Extension)
 - Pencils (Extension)
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Re-Teach

- Class reviews “Engine, Engine Number Nine” (Share the Music K – Teacher’s Edition, page T 136; CD 3, track 32). Teacher sings song phrase-by-phrase; students echo.
- Students identify rhythm for each phrase and teacher writes rhythms on the board.
- Teacher draws two-line staff on board. Students identify top line as sol and bottom line as mi.
- Teacher sings first phrase of the song. Class reviews pitches of the first phrase. Teacher writes it on the two-line staff.
- Teacher hands out Melodic Notation Kits. Class writes the first phrase on their two-line staves. Teacher and class write the remaining phrases. Teacher assists individual students.

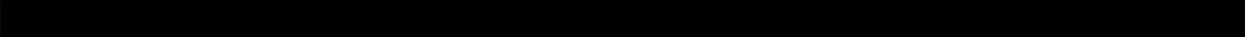
Extension

- Students transfer the notation of the songs in the lesson from their Melodic Notation Kits (manipulatives) to two-line staff paper (paper and pencil activity).
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Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.
- Research Standard B – Retell important details and findings.

Writing Connections

- Graphic organizer
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Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Demonstrations• Hands-On Learning• Multiple Activities• Questioning Techniques <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Individualized Instruction• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Informal Assessment• Observation• Self-Evaluation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Heterogeneous Grouping• Individual• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Analysis• V Synthesis <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Linguistic• Musical <p>Instructional Strategies</p> <ul style="list-style-type: none">• Questions, Cues, and Advanced Organizers• Reinforcing Effort and Providing Recognition <p>SIOP – ESL</p> <ul style="list-style-type: none">• Building Background• Comprehensible Input• Guided Practice• Hands-On Activities• Modeling• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, April
Title:	Identify and Improvise
Subject:	General Music
Grade Range:	K
Description:	Students identify a variety of pitched and unpitched percussion instruments and respond to recorded lesson material by improvising.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Improvise; Sound Sources

Content Standard 3: Improvising melodies, variations, and accompaniments

Benchmark A: Create and perform melodies, variations, and accompaniments.

GLI 4: Improvises phrases using a variety of sound sources.
GMK3A4

Content Standard 6: Listening to, analyzing, responding to, and describing music

Benchmark C: Identify and classify sounds of instruments and voices.

GLI 1: Identifies the sources of sounds. GMK6C1

Lesson Assessment

- Students identify selected unpitched percussion instruments.
- Students improvise rhythmic phrases using sticks and/or woodblocks.

Pre-Assessment

Sound Source Game:

- Teacher organizes pitched and unpitched instruments into the following categories: wood, metal, skin.
- Students close their eyes. Teacher plays short phrase on an instrument.
- Students identify the instruments as a wood, metal or skin before opening their eyes. Up to three students can guess for each instrument.
- Game is repeated until all of the instruments have been identified.

Instructional Strategies

- Class follows directions as they listen to *Recorded Lesson “Walking and Galloping”* (Share the Music K – Teacher’s Edition, page T141; CD 3, track 10).
- Teacher displays hand drums, finger cymbal, triangle, claves and temple block. Teacher plays each instrument in a steady four-beat pattern and asks students which unpitched instruments would best help them walk (hand drum).
- Teacher asks students which unpitched instruments would help to gallop (temple block or claves).
- Teacher selects students to play hand drums in two-measure steady beat pattern to accompany walking.
- Teacher selects students to play claves or temple blocks to accompany galloping in two-measure pattern.
- Remainder of the class responds to the sounds of the instruments either by walking or galloping (Formative Assessment).
- Class follows directions as they listen to *Recorded Lesson “Walking and Jogging”* (Share the Music K – Teacher’s Edition, page T118; CD 3, track 10). Teacher students to identify the sounds heard: hand drum, sticks or woodblock (Summative Assessment).

- Teacher distributes hand drums, sticks and woodblocks to selected students.
- Students play two-measure phrases using steady quarter notes with the hand drums. The class walks when they hear the hand drums.
- Students with sticks or woodblocks students improvise. The class jogs when they hear the sticks or woodblocks (Summative Assessment).
- Class follows directions as they listen to *Recorded Lesson “Improvisation for Long and Short Sounds”* (Share the Music K – Teacher’s Edition, page T67; CD 2, track 12). Teacher asks students to identify the instrument heard (piano).
- Teacher experiments with several possible sounds until the claves or rhythm sticks are chosen with student assistance for the dabbing sound of the piano (directions in *Recorded Lesson* tell students to “sweep” and “dab” with their bodies, according to the music).
- Teacher selects one group of students to play triangles to represent “sweeping” sound of the piano, and another group to play claves to represent “dabbing” sound of the piano.
- Remainder of the class responds to the sounds using sweeping or dabbing movements (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K, CDs 2 and 3
- Share the Music K – Teacher’s Edition

Materials/Resources

- CD player
- Unpitched percussion instruments (e.g., hand drum, claves, triangle, temple block, finger cymbals)
- Pitched percussion instruments (e.g., xylophones and glockenspiels)

Re-Teach

- Wood, metal and skin pitched and unpitched instruments are set up in the classroom.
- Teacher plays a phrase on each instrument and identifies it as wood, metal or skin.
- Students repeat the instrument name after the teacher and identify each instrument as a wood, metal or skin.
- Teacher hands out wood, metal and skin instruments for students to play in groups.
- Teacher claps a rhythm pattern and calls out wood, metal or skin.
- Groups echo teacher's clapping rhythm pattern when they hear the name of their instrument type.

Extension

- Play Sound Source Game (from Pre-Assessment) with other instruments.
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Interdisciplinary Connections

- Social Studies Skills and Methods C - Communicate information orally, visually or in writing.
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Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Brainstorming• Discovery Learning• Questioning Techniques <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Curriculum Based Assessment• Informal Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Heterogeneous Grouping• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Analysis• V Synthesis• VI Evaluation <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Bodily-Kinesthetic• Musical• Spatial <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identifying Similarities and Differences <p>SIOP – ESL</p> <ul style="list-style-type: none">• Building Background• Interaction• Hand-On Activities• Modeling• Techniques to Make Concepts Clear
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COLUMBUS CITY SCHOOLS VOCAL MUSIC CURRICULUM



Instructional Unit	Grade K, General Music, May
Title:	Rhythm Composing – A Very Early Stage of the Compositional Process
Subject:	General Music
Grade Range:	K
Description:	Students create and notate simple, independent rhythmic parts to accompany song material on pitched or unpitched instruments.
Duration:	30 minutes
Author:	Brian Johnson
Publisher:	Columbus City Schools
Keywords:	Independent Parts; Composing; Ostinato; Phrases

Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

Benchmark B: Perform in groups and with appropriate expression, music representing diverse genres and cultures.

GLI 1: Maintains independent instrumental parts in music representing diverse genres and cultures. GMK2B1

Content Standard 4: Composing and arranging music within specified guidelines

Benchmark A: Create, notate, arrange, and perform short pieces of music.

GLI 2: Creates and notates simple rhythmic and melodic phrases and ostinati. GMK4A2

Lesson Assessment

- Students create and notate independent parts to accompany “The Farmer in the Dell.”
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Pre-Assessment

Developing Independency Game:

- Teacher claps a two-measure quarter note pattern, students echo, then write pattern on floor using the Rhythmic Notation Kit.
 - Teacher claps two-measure eighth note patterns, students echo, then write pattern on floor using notation writing packet.
 - Teacher divides class in half. One half plays quarter note pattern, the other eighth note pattern. Groups switch parts.
 - Teacher writes patterns on board, one pattern on top of the other. This activity is repeated with varied patterns that include quarter and eighth notes.
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Instructional Strategies

- Teacher distributes Rhythmic Notation Kits to students. Assorted unpitched instruments are assigned to each student (or in pairs, if number of instruments available is limited).
- Teacher and students sing “Bell Horses” with recording and a capella (English Nursery Rhyme; Share the Music K – Teacher’s Edition, page T102; CD 3, track 2).
- Class sings first two measures of song. Students echo rhythm pattern. Using Rhythmic Notation Kits, students write pattern on the floor.
- Class sings another two-measure pattern from the song. Students echo rhythm pattern and then use their manipulatives to write it on the floor.
- Teacher selects students to play first pattern and second pattern. They practice individually while remaining students clap along to reinforce each pattern.
- Students play their patterns while the class sings the song (Formative Assessment).

- Class repeats this process with “Eency Weency Spider,” with and without the recording (Share the Music K – Teacher’s Edition; page T125; CD 3, track 26).
- Class sings “The Farmer in the Dell” (Share the Music K – Teacher’s Edition, page T243; CD 5, track 17).
- Teacher divides the class into five groups.
- Each group creates a two-measure rhythmic pattern for a verse, using the Rhythmic Notation Kits to write the pattern on floor and chooses instruments. Each group practices playing their pattern (Summative Assessment).
- When the class sings the whole song, each group plays their accompaniment during their verse (Summative Assessment).

District Adopted Textbook/Supplemental Materials

- Share the Music K, CDs 3 and 5
- Share the Music K – Teacher’s Edition

Materials/Resources

- CD player
- Unpitched classroom instruments
- Pitched classroom instruments (Extension)
- Rhythmic Notation Kit (Popsicle sticks and Bingo markers in a baggie, one for each student)

Re-Teach

- Review Developing Independency Game. Teacher assigns buddies to assist struggling students.

Extension

- Students create two-measure patterns using quarter and eighth notes. Teacher selects two students at a time to teach their patterns to the class. Students transfer the pattern to pitched or unpitched instruments of their choice.
 - Students write their patterns on the floor using their Rhythmic Notation Kits (or Melodic Notation Kits).
 - Students can combine two independent patterns. Teacher writes each pattern on the board, one pattern on top of the other.
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Interdisciplinary Connections

- Social Studies Skills and Methods C – Communicate information orally, visually or in writing.

Writing Connections

- Graphic organizer
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Organizers

<p>Teaching Methods</p> <ul style="list-style-type: none">• Cooperative Learning• Discovery Learning• Hands-On Learning• Thematic Approach• Tutorial Programs• Visual Instruction• Whole Language Approach <p>Grouping</p> <ul style="list-style-type: none">• Heterogeneous Grouping• Large Group Instruction <p>Assessment</p> <ul style="list-style-type: none">• Alternative Assessment• Curriculum Based Assessment• Informal Assessment• Observation <p>Student Groupings</p> <ul style="list-style-type: none">• Class• Grade• Heterogeneous Grouping• Large Group Instruction	<p>Bloom's Taxonomy of Cognitive Objectives</p> <ul style="list-style-type: none">• I Knowledge• II Comprehension• III Application• IV Analysis• V Synthesis• VI Evaluation <p>Gardner's Multiple Intelligences: Learning Styles</p> <ul style="list-style-type: none">• Musical <p>Instructional Strategies</p> <ul style="list-style-type: none">• Cooperative Learning <p>SIOP – ESL</p> <ul style="list-style-type: none">• Building Background• Hand-On Activities• Modeling• Techniques to Make Concepts Clear
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General Music Grade K Standards, Benchmarks, and GLIs

Content Standard 1: Singing, alone and with others, a varied repertoire of music

Benchmark A: Sing, independently and with appropriate expression, songs representing diverse genres and cultures.

GLI 1: Sings independently, with a steady beat and developing pitch, using correct posture. GMK1A1

GLI 2: Sings expressively, using dynamics and tempi, songs representing diverse genres and cultures. GMK1A2

Benchmark B: Sing in groups, with appropriate expression, songs representing diverse genres and cultures.

GLI 1: Sings in groups, with appropriate dynamics and tempi, songs representing diverse genres and cultures. GMK1B1

Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

Benchmark A: Perform, independently and with appropriate expression, music representing diverse genres and cultures.

GLI 1: Performs with appropriate dynamics and maintains steady tempo, music representing diverse genres and cultures. GMK2A1

GLI 2: Performs bourdons or melodic ostinati on pitched classroom instruments (e.g., xylophone, autoharp, resonator bells). GMK2A2

GLI 3: Performs ostinati on unpitched classroom instruments or body percussion. GMK2A3

GLI 4: Plays short rhythmic and melodic patterns. GMK2A4

Benchmark B: Perform in groups and with appropriate expression, music representing diverse genres and cultures.

GLI 1: Maintains independent instrumental parts in music representing diverse genres and cultures. GMK2B1

GLI 2: Performs in groups blending timbres and dynamic levels, music representing diverse genres and cultures. GMK2B2

Content Standard 3: Improvising melodies, variations, and accompaniments

Benchmark A: Create and perform melodies, variations, and accompaniments.

GLI 1: Improvises movement to songs and recorded music. GMK3A1

GLI 2: Improvises simple accompaniments. GMK3A2

GLI 3: Improvises simple rhythmic variations on familiar melodies. GMK3A3

GLI 4: Improvises phrases using a variety of sound sources. GMK3A4

Content Standard 4: Composing and arranging music within specified guidelines

Benchmark A: Create, notate, arrange, and perform short pieces of music.

GLI 1: Creates, arranges, and performs music to accompany readings or dramatizations. GMK4A1

GLI 2: Creates and notates simple rhythmic and melodic phrases and ostinati. GMK4A2

Content Standard 5: Reading and notating music

Benchmark A: Identify and utilize rhythmic notation.

GLI 1: Reads eighth and quarter notes and quarter rests. GMK5A1

GLI 2: Writes eighth and quarter notes and quarter rests. GMK5A2

Benchmark B: Identify and utilize treble clef pitch notation.

GLI 1: Uses a system (solfege syllables, numbers, or letters) to read simple pitch notation (sol, mi) on a 2-line staff. GMK5B1

GLI 2: Writes pitch notation (sol, mi) on a 2-line staff. GMK5B2

Content Standard 6: Listening to, analyzing, responding to, and describing music

Benchmark A: Listen, respond and describe a varied repertoire of music utilizing musical terminology.

GLI 1: Identifies and responds to steady beat. GMK6A1

GLI 2: Identifies and responds to melodic direction (e.g., high/low and up/down). GMK6A2

GLI 3: Describes and responds to dynamics (e.g., loud/soft) in listening examples from a varied repertoire of music. GMK6A3

GLI 4: Responds to tempo (e.g., fast/slow) in listening examples from a varied repertoire of music. GMK6A4

GLI 5: Distinguishes between steady beat and rhythm. GMK6A5

Benchmark B: Listen to a varied repertoire of music and analyze the structure.

GLI 1: Identifies and demonstrates same and different in specified sections of a varied repertoire of music. GMK6B1

GLI 2: Identifies patterns in a varied repertoire of music. GMK6B2

GLI 3: Distinguishes between melody and accompaniment. GMK6B3

Benchmark C: Identify and classify the sounds of instruments and voices.

GLI 1: Identifies the sources of sounds. GMK6C1

Content Standard 7: Evaluating music and music performances

Benchmark A: Discuss performances and compositions.

GLI 1: Identifies when an individual is performing. GMK7A1

GLI 2: Reflects on own and others' performances. GMK7A2

Benchmark B: Demonstrate how music communicates meaning of text, feelings, moods, or images.

GLI 1: Discusses and responds to a variety of genres showing different feelings, moods, or images. GMK7B1

Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Benchmark A: Identify similarities and differences in the meanings of common terms used in the various arts.

GLI 1: Recognizes common terms found in music, dance, drama, and/or visual art. GMK8A1

Benchmark B: Describe and demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.

GLI 1: Observes connections between musical experiences and another subject area. GMK8B1

Content Standard 9: Understanding music in relation to history and culture

Benchmark A: Identify by genre or style and respond to music from various historical periods and diverse cultures.

GLI 1: Sings, listens, and moves to music from world cultures. GMK9A1

GLI 2: Sings, listens, and moves to music from various historical periods. GMK9A2

GLI 3: Identifies, listens, and responds to music of different composers. GMK9A3

GLI 4: Sings songs representing cultures of the United States. GMK9A4

Benchmark B: Demonstrate appropriate audience behavior.

GLI 1: Attends live music performances and demonstrates audience behavior appropriate for the context and style of music performed. GMK9B1

Benchmark C: Identify the uses and suitability of music in their daily experiences.

GLI 1: Recognizes how sounds and music are used in daily lives.
GMK9C1

Benchmark D: Identify and describe roles of musicians in various musical settings.

GLI 1: Recognizes a musician. GMK9D1

Integration Key
English Language Arts
General Music Grade Kindergarten

Standard	Benchmark
Information, Technical and Persuasive Text Standard	D – Use visual aids as sources to gain additional information from text.
Writing Process	A – Generate ideas for written compositions.
	C – Use organizers to clarify ideas for writing assignments.
Writing Applications	A – Compose writings that convey a clear message and include well-chosen details.
Research	A – Generates questions for investigation and gather information from a variety of sources.
	B – Retell important details and findings.
Communications: Oral and Visual	C – Follow multi-step directions.

Integration Key
Social Studies
General Music Grade K

Standard	Benchmark
People in Societies	A – Identify practices and products of diverse cultures.
	B – Identify ways that different cultures within the United States and the world have shaped our national heritage.
Citizenship Rights and Responsibilities	A – Describe the results of cooperation in group settings and demonstrate the necessary skills.
Social Studies Skills and Methods	C – Communicate information orally, visually or in writing.