

Boise Elementary Music Teachers - Kindergarten Resources

T=Teacher's Edition book – Share the Music, 1995

BB= Big Book – Share the Music, 1995

RL=Recorded Lesson on CD

Unit #1 Singing

#	Performance Objectives- Singing	Resources –
01	Demonstrate difference between singing, speaking, and whispering voice	<p>**See “Vocal Development” index T-345, T-346</p> <ol style="list-style-type: none"> 1. Use voice inflections through poems, nursery rhymes, simple children’s stories “Monkeys in a Tree” T-39, BB pg. 8 2. Singing conversations 3. Give classroom directions in different voices 4. Mimic animal sounds 5. K T-16 – Vocal Activity, BB pg. 4 – RL CD 1:11 6. “Ushkana” – T-18 RL CD 1:11, 12, & 13
02	Demonstrate the ability to sing high and low sounds	<ol style="list-style-type: none"> 1. Voice map in BB pg. 24 2. Use stories and poems - “The Three Bears” 3. Sing songs in varying keys 4. Scale Songs – “Snowman” T-237
03	Demonstrate inner hearing skills through various responses	<ol style="list-style-type: none"> 1. “Mr. Sun” T-272 – Use actions 2. “Wake Me, Shake Me” T-13 – use actions 3. Use any simple song – leave out a phrase but continue to use actions and inner hearing
04	Tunefully sing within a range of major 6 th – D-B	<p>**See “Pitch Resource” index T-347; “Limited Tone songs” index T- 341; “Fun” index T-335</p> <ol style="list-style-type: none"> 1. “Vocal Development” activity - T-160 2. Individuals echo sing instructor 3. Individuals sing response when asked name, favorite food, animal, etc. on so and mi “My name is _____” 3. “Engine, Engine #9” - T-112
05	Tunefully sing intervals of So, La, Mi	<p>**See “Games & Play” index T-335; “limited tone pieces” index – T-341; “Pitch – mi, so, la songs” index T-347</p> <ol style="list-style-type: none"> 1. Individuals sing response when asked name, favorite food, animal, etc. on so and mi 2. 1st grade – T-286 “Doggie, Doggie” 3. T-112 “Engine, Engine #9”

		<ul style="list-style-type: none"> 4. – T-181 – “Teddy Bear” 5. T-138 “Starlight, Star Bright” BB pg. 30
06	Differentiate loud/soft & fast/slow	<p>**See “Vocal Development” index T-345; “Tempo” index T-345</p> <ul style="list-style-type: none"> 1. T-13 “Wake Me, Shake Me” 2. T-124 “Little Blue Truck”, BB pg. 26 3. T-112 “Engine, Engine #9”, RL CD 3:17
07	Respond to phrasing as a musical sentence	<ul style="list-style-type: none"> 1. T-251 “Bunny Hop” 2. T-174 “Baby Elephant Walk” 3. Respond to music of instructor’s choice with movement

Unit #2 – Rhythm/Theory

#	Performance Objectives- Rhythm/Theory	Resources
01	Demonstrate the ability to match the steady beat of a piece of music	<p>**See “Duration/Rhythm-Beat” index - T-339</p> <ul style="list-style-type: none"> 1. Students move to instructor’s beat on drum, with varying tempos 2. Students patsch to piece of music on various parts of the body 3. Students match steady beat of piece of music with unpitched instruments 4. “Play the Drum”- T-28 5. “Bear Hunt” T-20 6. “Johnny Works with 1 Hammer” - T-6 7. “A-Huntin We Will Go” T-146 ; BB 34 8. “Little Duckie Duddle” T-149; BB pg. 38 9. “Baby Elephant Walk” - T-174
02	Demonstrate the ability to pat simple rhythmic word patterns.	<p>**See “Duration/Rhythm” index T-339</p> <ul style="list-style-type: none"> 1. Use nursery rhymes, poems, fingerplays 2. Pat student names, favorite foods, etc. using body percussion and unpitched instruments 3. “Teddy Bear” T-181 ; BB pg. 44 4. “Bluebird, Bluebird” T-195 & 198; BB pg. 48 1 sound on beat, 2 sounds on beat
03	Trace the melodic contour, left to right and up/down in a variety of ways, i.e. physically, visually, aurally	<p>**See “Pitch” index T-344</p> <ul style="list-style-type: none"> 1. Voice map in BB pg. 24 2. Draw voice maps on white boards 3. “Moving Upward and Downward” – T-25 4. “Bow Wow Wow” - T-166

		5. “Snowman Song” with body movement - T-237
04	Awareness of loud/soft and fast/slow	**See “Dynamics” index T-339; “Vocal Development” index T-345; “Tempo” index T-345 1. “Little Blue Truck”, T-124; BB pg. 26

Unit #3 - Movement

#	Performance Objectives-Movement	Resources
01	Awareness of moving to a steady beat, locomotor and non-locomotor	**See “Rhythm/Duration” index T-339 1. Students move to instructor’s beat on drum, with varying tempos 2. Students patsch to piece of music on various parts of the body 3. Students match steady beat of piece of music with unpitched instruments 4. “Play the Drum” - T-28 5. “Bear Hunt” - T-20 6. “Johnny Works with 1 Hammer” - T-6 7. “A-Huntin We Will Go” - T-146; BB 34 8. “Little Duckie Duddle” T-149; BB pg. 38 9. “Baby Elephant Walk” - T-174 10. “March of the Toys” – T-181
02	Starting and stopping movement on cue	1. “Teddy Bear” movement to cue words - T-181 2. “Freeze Dance” – play music – students move; stop music - students freeze 3. “If Your Happy and you know it” - T-282
03	Perform movement to a song. Add manipulatives and props as appropriate.	**See “Movement/Creative” and “Movement Skills” index T-342; “Action Songs” index T-337 1. “Brush Your Teeth T-22” 2. “Hokey Pokey” T-98 3. “Wake Me, Shake Me” T-13 4. “Peanut Butter” – T-274 5. “Rags”, “Head & Shoulders” & “Peanut Butter” Sharon, Lois, and Bram (library)
04	Respond physically to changes in tempo, dynamics, and high and low	**See “Movement/To Show Concept or Element” Index T-343; “Tempo” index T-345; “Dynamics” index T-339 1. “Little Blue Truck”, T-124; BB pg. 26 (<i>tempo</i>) 2. “The Star Story” - T-78 RL-Moving to high and low sounds, CD 2:25 3. “The Star and the Starfish” T-76; RL CD 2:26

		<p>(<i>high/low</i>)</p> <p>4. “Little Train of the Caipira” T-143, BB 32-33 (<i>dynamics & tempo</i>)</p> <p>5. “In the Hall of the Mountain King” – Gr. 2, T-260 (<i>dynamics & tempo</i>)</p>
05	Improvise movement to various styles of music	<p>**See “Movement” index – T-342</p> <p>1. Phyllis Weikart Early Childhood materials (library)</p> <p>2. Improvise to loud/soft, slow/fast and discuss appropriate movements.</p> <p>3. “Magical, Musical Bridge” - T-204</p> <p>4. “March of the Toys” – T-181</p> <p>5. “Skater’s Waltz” – T-235</p>
06	Function in free and organized formations, both locomotor and non-locomotor	<p>**See “Movement/Patterned” index T-342; “Action Songs” index – T337</p> <p>1. Phyllis Weikart Early Childhood materials (library)</p> <p>2. “Hokey Pokey” - T-98</p> <p>3. “Bunny Hop” - T-251</p> <p>4. “Barnum and Bailey’s Favorites” T- 35 – move as various animals</p> <p>5. “Bow Wow Wow” - T-166</p> <p>6. “A-hunting We will Go”, T-146-148, BB pg. 34</p> <p>7. “Alison’s Camel” T-262</p>

Unit #4 - Instruments

#	Performance Objectives-Instruments	Resources
01	Recognize tone color of unpitched instrument groups: skins, shakers, metals, woods	<p>**See “Instruments, Playing” index, T-341</p> <p>1. Hide and Guess Game: Hide instruments behind piano, have a student play an instrument, have other students guess instrument.</p>
02	Explore unpitched instruments, alone and with others	<p>**See “Instruments, Playing” index, T-341</p> <p>1. Sound stories – using stories and nursery rhymes, children explore various ways to play instruments to dramatize the story on cue. Books to use “Rain Talk”, “Where the Wild Things Are”, “Drummer Hoff,” “Click Clack Moo.” Check your school library.</p>
03	Play unpitched instruments to steady beat, alone and with others	<p>**See “Instruments, Playing” index, T-341</p> <p>1. “Angel Band” – 243</p> <p>2. “Johnny Works with One Hammer” – T-6 Variation 1: Set instruments in a circle, have a student behind each instrument. Sing song, using words “Johnny plays his</p>

		instrument”, playing the steady beat. At end of each verse, students move to the next instrument. Variation 2: use pictures to prompt groups of various instruments, i.e. “Johnny plays the hand drum. . . . the triangle 3. “Old McDonald Had a Band” - similar to variation 2 above.
04	Play unpitched instruments as rhythmic accompaniment, alone and with others	**See “Instruments, Playing” index, T-341 1. “Angel Band” – 243 2. “Jingle Bells” T- 236 3. “See the Pony Galloping” T – 118. Variation: Have half of the students play the “galloping” pattern on instruments while other half “gallops”. Switch. 4. “We Are Going Down the Numbers” – T-48 Play the steady beat or simple rhythmic patterns.
05	Correctly name and properly play each instrument used in class	**See “Musical Instruments” – Black Line Master Instruct and monitor as needed.

Unit #5 – Form

#	Performance Objectives- Form	Resources
01	Respond to phrasing as a musical sentence	**See “Form” index – T-340 1. “Chatter with the Angels” – T-290 2. “Punchinella” – T- 287 Variation 1: Use varied movement to respond to each call/response phrase 3. “This Little Light of Mine” – T-73
02	Recognize and respond to “same/different”	**See “Form” index – T-340; “Same/Different” index, T-345 1. Differentiate between introduction (“Get ready time”) and body of piece. 2. “Twinkle, Twinkle Little Star” – T- 76

Unit #6 – History and Culture

#	Performance Objectives- History and Culture	Resources
01	Sing and recite nursery rhymes	**See “Folk Music/American” and “Folk Music/English” – T-340

		<ol style="list-style-type: none"> 1. Check your school library 2. “Wee Willie Winkie” – T-26 3. “Twinkle, Twinkle Little Star” – T-76 4. “Jack Be Nimble” – T-208 5. “Humpty Dumpty” – T-283
02	Sing, play, listen and move to music of varied cultures	<p>**See “Multicultural Materials” index T-343; “Listening Selections” index – T341; “Non-English Language Selections” index T-344</p> <ol style="list-style-type: none"> 1. “Kuma San” – T-184 2. “Did you Feed my cow?” – T-293 3. “Ushkana” – T-18 RL CD 1:11, 12, & 13

Unit #7 Listening

#	Performance Objectives- Listening	Resources
01	Recognize orchestral instrument family groups.	<p>**See “Instruments, Identifying and Illustrations” index T-341; “Listening Selections” index T-358</p> <ol style="list-style-type: none"> 1. Check the videos from the elementary music library and District Services Center library (check with your librarian). 2. “Musical Instruments” – Black Line Master book 3. “Identifying Instruments” – T-94, BB 20
02	Respond to various styles of orchestral music through movement, manipulation of props, story-telling, and dramatization.	<p>**See “Listening Selections” index - T-358; “Movement” – T-342</p> <ol style="list-style-type: none"> 1. “March of the Toys” – T-181 2. “Enchanted Garden” – CD 3:13 Use as accompaniment to Eric Carle’s book <u>The Very Lonely Firefly</u>.

Unit #8 – Integrating the Arts

#	Performance Objectives- Integrating the Arts	Resources
01	Dramatize and perform nursery rhymes, using picture books	<p>**See “Folk Music/American & English” – T-340</p> <ol style="list-style-type: none"> 1. Eency Weency Spider – T-276 2. “Wee Willie Winkie” – T-26 3. “Humpty Dumpty” – T-283 4. “Farmer in the Dell” T207 5. Other nursery rhymes: Three Little Kittens, Sing a Song of Six Pence, Little Jack Horner, Jack and Jill, This Little Went to Market, Three Blind Mice 6. “Boa Constrictor” – T-74

You have successfully completed the kindergarten curriculum. Go have a cookie!