



**VALWOOD**

*GO BEYOND*

**PreK Music Curriculum**

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## PK Music Overview

Course Description		Topics at a Glance	
<p>Kindergarten students are introduced to many formal elements of music through the discovery and exploration of music. Students learn to use their voices and classroom instruments for music making. They begin to label music elements such as beat, simple rhythms, and musical qualities such as high/low, loud/soft, and fast/slow. Performing, moving to and actively listening to music from diverse times, cultures and traditions are also included at this grade level.</p>		<ul style="list-style-type: none"> <li>• Voices</li> <li>• Vocal sounds</li> <li>• Listening for elements</li> <li>• Music vocabulary</li> <li>• Sound sources</li> <li>• Melodic question and answer</li> <li>• Listening and Movement</li> <li>• Elements of music</li> <li>• Characteristics of music sounds</li> <li>• Basic symbols</li> <li>• Beat and rhythm</li> <li>• Quarter notes and rests</li> <li>• Steady beat</li> <li>• Technique</li> <li>• Holds and Plays Correctly</li> </ul>	
Assessments		Literacy and Content Connections	
<ul style="list-style-type: none"> <li>• Pre-Assessments</li> <li>• Student questions/comments</li> <li>• Observations/anecdotal records</li> <li>• Performance tasks (Planning, in-progress, final)</li> <li>• Self assessments</li> </ul>		<ul style="list-style-type: none"> <li>• Understands relations among music, the other arts, and disciplines outside the arts.</li> <li>• Uses math, literacy (<i>reading and writing</i>), physical education, social studies, science and art concepts and terms during music activities.</li> <li>• Understands/performs/actively listens to music in relation to history and culture and comes from different places in the world. (i.e. Africa)</li> <li>• Performs and describes unique characteristics of various musical traditions.</li> <li>• Formulates simple questions about music and repeats answers to questions about position or location of real-life objects or persons (e.g., "Where's Maria?" "<i>She's right here.</i>")</li> <li>• Repeat words/phrases from rhymes supported by illustrations</li> <li>• Complete phrases from rhymes supported by illustrated models</li> <li>• Give compliments, offer apologies or express gratitude within conversations/class discussions.</li> <li>• Identifies book, print, directionality of print and pieces of music according to oral commands</li> <li>• Variety of grade level appropriate children's literature (Examples: Freddy the Frog Series by Sharon Burch; Brown Bear, Brown Bear; Polar Bear, Polar Bear)</li> <li>• Copy/produce symbols or letters of beginning sounds from labeled/non-labeled pictures in context</li> <li>• Creates music with a variety of media, including available technology while using technology responsibly</li> <li>• <b>Additional assessments will include:</b> <i>personal reflections (oral or transcribed); critiques (group discussion, written reflection, in-progress); formative assessment strategies and tools (student/teacher goal setting, progress monitoring, rubrics, meaningful and descriptive feedback)</i></li> </ul>	
Grade Level Expectations			
Standard	Big Ideas for Kindergarten (Grade Level Expectations)		
1. Expression of Music	<ol style="list-style-type: none"> <li>1. Perform independently</li> <li>2. Respond to music with movement</li> </ol>		
2. Creation of Music	<ol style="list-style-type: none"> <li>1. Create music through a variety of experiences</li> <li>2. Identify simple musical patterns</li> </ol>		
3. Theory of Music	<ol style="list-style-type: none"> <li>1. Comprehension of musical opposites</li> <li>2. Comprehension of basic elements of musical form</li> <li>3. Identify different vocal and instrumental tone colors</li> <li>4. Identify simple rhythmic patterns</li> </ol>		
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> <li>1. Demonstrate respect for the contribution of others in a musical setting</li> <li>2. Respond to musical performance at a basic level</li> <li>3. Identify and discuss music and celebrations in daily life</li> </ol>		