

Kindergarten Annual Curriculum Map

Standards reflected in the curriculum map:
[Utah State Core Music Standards](#)

After successful completion of this course, students will:

- Demonstrate understanding of musical elements of tempo, beat, pitch, and dynamics.
- Recognize and describe preferences in music and expressive qualities of music.
- Understand and demonstrate how to create or organize music into original ideas.
- Participate in and understand the process of learning, refining, and performing music for a purpose.

Section 1

Questions:

- 1) How can I show a steady beat?
- 2) How do we learn music?
- 3) Why do I like a song?
- 4) What does good singing sound like?

Knowledge	Skills	Outcomes	Materials & Standards
Beat. Rhythm. Musical Preference. Pitch. Building blocks of music.	Steady beat. Active listening. Movement to Music. Singing together. Music preference. Self-assessment or reflection.	Use movement to: <ul style="list-style-type: none"> - Keep a steady beat. - Express feeling in a musical selection. - Respond to beat and rhythms. - Demonstrate fast and slow beats. Students will: <ul style="list-style-type: none"> - Compare musical selections and describe and demonstrate differences through movement. - Listen to a variety of music and express preferences for selected songs. - Sing simple songs. 	<ul style="list-style-type: none"> - Verified appropriate popular songs for kids. - World music selections - Children’s songs. - Classical music for movement. Assessment chart/recording document. Song library to select songs to sing. Utah Elementary Song Book Mama Lisa Standards: K.M.P.2 K.M.P.3.e K.M.P.3.f K.M.P.3.i K.M.R.1 K.M.R.2 K.M.R.3

Section 2			
Questions:		1) How can I make a rhythm? 2) What body parts can I make music with? 3) How do we stay together when we make music? 4) How can we save our music for later? 5) How do numbers connect to music?	
Knowledge	Skills	Outcomes	Materials & Standards
Written music (Iconic notation). Movement to music. Dynamics. Conductor. Music and numbers. Note duration: Quarter and eighth (1 sound vs. two sound in a beat).	Beat vs. rhythm. Following Conductor. Active listening. Sing together. Creation and Composition. Preference in music choices. Dynamics. 1 or 2 sounds in a beat. Self-assessment or reflection.	Use body percussion to: <ul style="list-style-type: none"> - Perform rhythms. - Demonstrate note duration. - Perform quarter and eighth note patterns. - Demonstrate beat vs rhythm. - Perform various dynamics (both written and conductor directed). - Perform together. - Follow the lead of a conductor. - Respond to iconic notation. - Students will respond to beats and rhythms using movement, counting, and numbers. Students will: <ul style="list-style-type: none"> - Demonstrate rhythms using nonsense syllables (voice). - Express rhythms using body movement. - Create original pieces of music utilizing loops. - Explain preference in Incredibox choices. 	Iconic notation cards with magnetic back. Incredibox.com Verified appropriate song list. Assessment chart/recording document. Utah state standards: K.M.CR.1 K.M.CR.3 K.M.P.2 K.M.P.3.f K.M.P.3.i K.M.R.1 K.M.Co.4

Section 3			
Questions:		<ol style="list-style-type: none"> 1) What are songs made of? 2) Where do songs come from? 3) Who can be a conductor? 4) What can we do to make a song better? 5) How do we sing? What part of our body is involved? 	
Knowledge	Skills	Outcomes	Materials & Standards
Written music (Iconic notation). Movement to music. Dynamics. Conductor. Music and numbers. Note duration Performance etiquette.	Beat vs rhythm. Following Conductor. Active listening. Sing together. Creation and Composition. Preference in music choices. Note duration. Rhythm. Sing in head voice. Self-assessment or reflection.	<ul style="list-style-type: none"> - Students will sing folk and call and response songs from around the world. - Perform high and low notes. - Perform correct note durations. - Perform accurate rhythmic patterns with correct pitch. - Students will follow the conductor. - Students will sing using proper posture and etiquette. - Students will demonstrate singing in head voice in musical selections. - Students will explain preference in music. - Students will connect music to home traditions. 	Song library to select songs to sing. Utah Elementary Song Book Mama Lisa Utah State Standards: K.M.Cr.1 K.M.Cr.2 K.M.Cr.4 K.M.P.2 K.M.P.3.a-i K.M.P.4 K.M.R.1 K.M.Co.1 K.M.Co.3
Section 4			
Questions:		<ol style="list-style-type: none"> 1) How and where can we share our music? 2) What are the different ways we can make music? 3) What can we do to make music together? 4) What are the different parts of music? 5) How do we get better at music or any other skill? 	
Knowledge and Skills	Skills	Outcomes	Materials & Standards
Written music (Iconic notation).	Following Conductor. Active listening.	<ul style="list-style-type: none"> - Students will use body percussion to respond to iconic notation. 	Magnetic iconic notation cards. Magnetic dynamic cards. Magnetic tempo marking cards.

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Movement to music.	Sing together.	- Students will organize iconic notation into new patterns.	Camera or audio recording hardware.
Dynamics.	Creation and Composition.	- Students will choose musical elements to perform with created/organized rhythms.	Assessment recording document.
Conductor.	Note duration.	- Students will recognize and respond to pitch related iconic notation by singing high and low.	Song library to select songs to sing.
Music and numbers.	Rhythm.	- Students will select new songs for performance (either recorded or live).	Utah Elementary Song Book
Note duration	Sing in head voice.	- Students will evaluate performances for critique with teacher guidance.	Mama Lisa
Performance etiquette.	Describe song preference.	- Students will perform the correct pitch.	Utah state standards: K.M.CR.2 K.M.CR.3
Music preference.	Pitch.	- Students will perform correct rhythms.	K.M.P.1 K.M.P.2 K.M.P.3
Evaluate music.	Refine performance.	- Students will arrange a new song (rhythmic or melodic) to perform for their classmates.	
	Self-assessment or reflection.	- Students will express preferences in musical ideas.	

Assessment

Assessment will be done through observation of student performances, verbal response, documented (photo) and recorded (audio) student-created arrangements, recorded performances, student self-assessments, thumb up and down checks, discussion, and demonstration. These assessments will be done at the class, small group, and individual levels.

Students will perform, verbally respond, create, discuss, and demonstrate skills selected from the outcomes.

Thumb check:

UP – Understand, I got it.

SIDEWAYS – I got some, but not all.

DOWN – I do not understand, please explain/show me again.

I will utilize a standard and consistent assessment measurement tool. This tool will be made up of a three-level scale. It will be used by the teacher to measure student skills and understanding. Students will also utilize this scale for self-assessment. Both teacher and student will circle the level that matches the current demonstration of understanding.

Three-level scale:



Big grin – Clear demonstration of skill and understanding of the concept.



Smile – Demonstration of skills and concepts are present with 2 - 5 identifiable, consistent mistakes or incorrect responses.



Confused face – Demonstration of no skills or understanding is present, with six or more identifiable, consistent mistakes or incorrect responses.