

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

SINGING AND PERFORMING ALONE AND WITH OTHERS

STANDARD 1: SINGING AND PERFORMING ALONE AND WITH OTHERS

Learners will demonstrate singing, instrument playing, and movement skills alone and with others.

PRE-KINDERGARTEN

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.1 Learners sing and move to a variety of music.</p> <p>Learners will:</p> <p>1.1.1 sing simple songs of limited range and step-wise motion; (Essential)</p> <p>1.1.2 memorize short songs; (Essential)</p> <p>1.1.3 move to simple action songs and singing games; (Essential)</p> <p>1.1.4 move to music using locomotor and non-locomotor movement. (Essential)</p>	<p>1.1.1 Select appropriate songs to be taught to the students; observe student participation during music lessons.</p> <p>1.1.2 Have student(s) successfully sing a song from memory alone or in small groups.</p> <p>1.1.3 Select songs and singing games that have simple accompanying movements; observe students performing the actions that accompany the songs and games.</p> <p>1.1.4 Student should demonstrate developmentally appropriate locomotor movements (walk, hop, march, etc.) and non-locomotor movements (clap, stamp, pat, sway, wiggle, shake, etc.)</p>	<p>Look for appropriate songs in the Kindergarten book of “Share The Music - MacMillian”, “Music and You” or other textbook series.</p> <p>Use song from the common folk song repertoire such as Go Tell Aunt Rhody, Twinkle Twinkle, This Old Man, It’s Raining, etc.</p> <p>Sing songs such as: London Bridge, Ring Around the Rosy, Bluebird, Wee Willy Winkie, El Florón, etc.</p> <p>Refer to movement glossary in TE of STM and movement skills in STM classified index.</p> <p>Talk with the P.E. teacher regarding developmentally and age appropriate movement activities.</p>
<p>1.2 Learners use good posture and vocal sound when singing.</p>		<p>Use recordings of songs that have children singing so that students can hear good</p>

<p>Learners will:</p> <p>1.2.1 know the difference between a speaking voice and a singing voice; (Essential)</p>	<p>1.2.1 Ask student to recite the words to a song or poem and then to sing the words to the same song or poem.</p>	<p>singing being modeled.</p> <p>Use nursery rhymes for speaking and singing activities (i.e.; Mother Goose, Humpty Dumpty, Jack Be Nimble, Muffin Man, Little Boy Blue, etc.)</p>
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SINGING AND PERFORMING ALONE AND WITH OTHERS

<i>Pre-Kindergarten Music</i>		
<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.2.2 sing with a relaxed voice quality, not forced or shouted; (Essential)</p> <p>1.2.3 sing with good posture. (Essential)</p>	<p>1.2.2 Observe and evaluate the class as a whole as well as individually for vocal tone quality.</p> <p>1.2.3 Observe that student has straight back and head is not bent down.</p>	<p>Teacher can model examples of forced singing and relaxed singing; let students identify vocal quality being used.</p>
<p>1.3 Learners use variation in voice inflection when reciting chants, poems, and rhymes.</p> <p>Learners will:</p> <p>1.3.1 speak in a high voice or a low voice; (Essential)</p> <p>1.3.2 speak in a loud voice or a soft voice. (Essential)</p>	<p>1.3.1 As part of a story dramatization, have the student speak in a high or low voice to bring life to a character</p> <p>1.3.2 As part of a story dramatization, have the student speak in a loud or soft voice as appropriate to the story plot.</p>	<p>Use children’s literature that has a variety of characters that the student(s) can dramatize using their voices and different inflections.</p> <p>Refer to Dramatizations/Pantomimes in STM classified index.</p> <p>Create voices for various puppets.</p> <p>Using a nursery rhyme, let the children decide how to recite each line using high/low, fast/slow, loud/soft as the criteria.</p>

<p>1.4 Learners develop a steady beat.</p> <p>Learners will:</p> <p>1.4.1 recognize the steady pulse in music; (Essential)</p> <p>1.4.2 develop an awareness that beats can be fast or slow, and can get faster or slower. (Essential)</p>	<p>1.4.1 Have the student find, and pat, the steady beat in a piece of music that has a strong sense of pulse or beat.</p> <p>1.4.2 Have the student identify when a piece of music gets faster or slower.</p>	<p>Use marches that emphasize a strong beat such as the music of John Phillip Sousa.</p> <p>Recite speech pieces that have a very strong beat.</p> <p>Use songs and games that speed up and slow down (i.e.; Ring Around the Rosy, Little Red Caboose, BINGO.)</p>
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

CREATING WITH MUSIC

STANDARD 2: CREATING WITH MUSIC

Learners will create with music and through music

PRE-KINDERGARTEN

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>2.1 Learners compose, arrange, or improvise through music activities</p> <p>Learners will:</p> <p>2.1.1 create spontaneous movement to varying songs or musical styles; (Essential)</p> <p>2.1.2. create spontaneous songs to accompany everyday activities involving language, vocabulary, and motor skill activities. (Expected)</p>	<p>2.1.1 Observe student create movement(s) to music. Movement can be locomotor and non-locomotor in nature.</p> <p>2.1.2 Observe student creating original words/text or music to accompany activities and learning situations.</p>	<p>Model examples of creating songs and text for use in daily class routines.</p> <p>Refer to movement glossary in TE of STM and movement skills in STM classified index.</p>






**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

READING AND RESPONDING TO MUSIC

STANDARD 3: READING AND RESPONDING TO MUSIC

Learners will respond visually and aurally to music

PRE-KINDERGARTEN

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.1 Learners respond to simple melodic and rhythmic patterns.</p> <p>Learners will:</p> <p>3.1.1 recognize musical sounds as high or low; (Essential)</p> <p>3.1.2 recognize or indicate melodic direction of simple familiar songs; (Essential)</p> <p>3.1.3 echo/imitate short, simple rhythmic patterns; (Essential)</p> <p>3.1.4 echo/imitate short, simple melodic patterns. (Essential)</p>	<p>3.1.1 Have student verbally indicate if a pitch or sound is high or low.</p> <p>3.1.2 Have student indicate melodic direction using their arm or by drawing a line on a piece of paper.</p> <p>3.1.3 Student will correctly echo rhythmic patterns involving ta (), ti-ti () and one beat rests (Z).</p> <p>3.1.4 Student will correctly echo back short three and four note patterns</p>	<p>Make up melodic directional games relating to ascending and descending melodies.</p> <p>Use songs that have clear melodic directions such as: Oh My - No More Pie, Twinkle Twinkle, Rain Rain Go Away, Three Blind Mice.</p> <p>Use melodic direction activities as listed in the STM music classified index under Pitch</p> <p>Use or make-up pitch and rhythm matching games where students have to correctly echo back patterns in order to gain points, etc.</p> <p>Use pictorial representations of rhythm such as  or   </p> <p></p>
<p>3.2 Learners identify and respond to volume and tempo contrasts.</p> <p>Learners will:</p>		<p>Use a metronome to demonstrate tempo concepts of fast and slow.</p> <p>Play lots of music for reflective listening</p>

<p>3.2.1 describe tempo as fast or slow; (Essential)</p>	<p>3.2.1 Student will verbally describe the tempo of a piece of music as fast or slow or by moving in the correct tempo to a piece of music.</p>	<p>activities that focus on tempo and volume.</p>
<p>3.2.2 describe music as loud or soft. (Essential)</p>	<p>3.2.2 Student will verbally describe the volume of a piece of music as loud of soft or by moving to show volume levels.</p>	

<p>3.3 Learners follow and read words in a song.</p> <p>Learners will:</p> <p>3.3.1 follow action in songs through pictures, hand gestures, and games; (Essential)</p> <p>3.3.2 incorporate musical activities or sounds with stories. (Expected)</p>	<p>3.3.1 Student accurately performs the actions associated with a song; student can describe the general theme or idea of a song text; student can talk about how the text of a song is depicted in a picture associated with a song.</p>	<p>Use actions songs listed in the classified index of the Kindergarten TE of STM.</p> <p>Have students draw pictures that depict the action in a song text.</p> <p>Use books such as “I Went Walking” by Sue Williams and “Brown Bear What Do You See” by Bill Martin.</p>
<p>3.4 Learners identify and respond to music form.</p> <p>Learners will:</p> <p>3.4.1 recognize repeated musical phrases in songs. (Expected)</p>	<p>3.4.1 Have student identify repeated phases in simple songs like Twinkle Twinkle, Itsy Bitsy Spider, Old MacDonald, etc.</p>	<p>Discuss repeated parts in verse and refrain form.</p> <p>Add a hand movement or instrument to a repeated section or phrase of a song to call attention to the repetition.</p>

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

LISTENING, ANALYZING, AND DESCRIBING MUSIC

STANDARD 4: LISTENING, ANALYZING, AND DESCRIBING MUSIC

Learners will listen to, analyze, and describe music.

PRE-KINDERGARTEN

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.1 Learners discuss characteristics in a variety of music</p> <p>Learners will:</p> <p>4.1.1 listen to a variety of music; (Essential)</p> <p>4.1.2 discuss the mood of a musical selection. (Expected)</p>	<p>4.1.1 Student will describe music using concepts studied such as soft/loud, high/low, fast/slow, melodic direction.</p> <p>4.1.2 Student will use words such as “happy”, “scary”, and “sad” when discussing musical selections heard.</p>	<p>Play a wide variety of recorded music as part of the student’s music lessons, as background music for reflective and non-reflective listening (Saint Saëns - Carnival of the Animals, Rimsky Korsakov - Flight of the Bumble Bee.)</p> <p>Play music from many time periods and as well as contemporary styles (Jazz, Rock, Broadway, etc.)</p> <p>Refer to listening lessons and recordings that are part of the STM series.</p>
<p>4.2 Learners identify and discuss different types of instruments.</p> <p>Learners will:</p> <p>4.2.1 explore the tonal qualities of various metal instruments; (Essential)</p> <p>4.2.2 explore the tonal qualities of various wooden instruments; (Essential)</p> <p>4.2.3 explore the tonal qualities of various drums. (Essential)</p>	<p>Student will learn five simple songs per nine weeks and identify different types of instruments as heard in various recordings.</p> <p>4.2.1 Student will correctly identify and play a triangle and a cymbal.</p> <p>4.2.2 Student will correctly identify and play a wood block and rhythm sticks.</p> <p>4.2.3 Student will correctly identify and play a drum.</p>	<p>Have rhythm band instruments available for students to explore and use in musical activities.</p> <p>Refer to lessons on tone and instruments in the classified index of the Kindergarten TE of STM series.</p>
<p>4.3 Learners model appropriate audience behavior.</p>		<p>Provide opportunities for students to practice good audience behavior.</p>

Learners will: 4.3.1 listen attentively or quietly to a musical selection or live performance. (Essential)	4.3.1 Observe student exhibiting good audience behavior.	Review the lesson on concert behavior in the STM Kindergarten book.
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
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UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

STANDARD 5: UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

Learners will make connections to other content areas through musical activities

PRE-KINDERGARTEN

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.1 Learners demonstrate proper care for musical equipment</p> <p>Learners will: 5.1.1 use proper care with music equipment. (Essential)</p>	<p>5.1.1 Student will demonstrate appropriate care with music equipment.</p>	
<p>5.2 Learners develop an awareness of other cultures.</p> <p>Learners will: 5.2.1 listen to simple songs in other languages; (Essential) 5.2.2 Listen to songs in a variety of styles (patriotic, lullabies, folk songs, etc.) (Essential)</p>	<p>5.1.1 Observe student singing songs in other languages. 5.1.1 Student will identify familiar songs.</p>	<p>Introduce simple songs in other languages such as Frère Jacques, Mi Cuerpo, Kuma San, etc.</p> <p>Refer to the Folk Song, Non-English Languages, and Holiday-Seasonal-Patriotic sections of the classified index of Kindergarten TE of STM.</p>
<p>5.3 Learners develop an awareness that music is part of daily life.</p> <p>Learners will: 5.3.1 identify where music is found in daily life. (Essential)</p>	<p>5.3.1 Student will identify at least three places that music is found and used in</p>	<p>Discuss different music making opportunities found in their lives and in the community (School, church, entertainment, movies, TV, home, store, etc.)</p>

	daily life.	
<p>5.4 Learners develop an awareness of the vocational and avocational possibilities in music.</p> <p>Learners will;</p> <p>5.4.1 look for examples of people making music and responding to music in the community. (Essential)</p>	<p>5.4.1 Student can cite at least one example of people making and using music.</p>	<p>Refer to the Careers section of the classified index in the TE of the Kindergarten level of STM.</p>