

Seymour Public Schools Curriculum

Grade: K Subject: Music

The purpose of Music in Kindergarten is to: Provide students accessible, sequential, and robust music instruction in school. Students in our school district deserve the right to a music education and music-making which will provide them with a robust and active music life. According to the *Declaration on Equity in Music for City Students* written by The Symposium on Music in Schools at Yale University, an **active music life** means “creating, performing, and responding to music in a variety of settings. It is characterized by: Accessible, sequential, and robust music instruction in schools; Outside-of-school opportunities that provide services that schools do not provide; and informal music-making (at home, at places of worship, with family and friends, etc.)”

Though an active music life requires all three contexts, it is our responsibility as professionally certified music educators to ensure that students of the Seymour Public Schools have access to a sequential and robust music education at the primary level. We recognize that “access” does not simply refer to the existence of music opportunities at school; it means an ongoing commitment to strengthen and expand our existing music programs so that they become more robust and inclusionary.

Primary level general music offers every student the opportunity to participate in the artistic process of creating, performing, responding, and connecting to music. Through singing, movement, playing instruments and the use of technology students will acquire musical knowledge and skill, as well as an artistic outlet of expression, a method of interpersonal communication, and the ability to live a more robust active music life. Units will be spiraled in subsequent years to allow students to follow a logical sequence and explore music at a deeper level of understanding. Units are run concurrently throughout the school year. By not segmenting units to specific timeframes, students receive an authentic musical experience; one piece of music literature will often be used to touch upon multiple if not all units in a particular grade level.

Unit 1 – Melody

Unit 2 – Steady Beat

Unit 3 – Form & Expression

Unit 4 - Creating

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UNIT 1- Melody - Students will be able to internalize and perform melodies.

Subject: Grade: Time Frame: (# of weeks, etc)	Music - Kindergarten - Ongoing - September - June
CCSS Overarching Standards	<ul style="list-style-type: none"> ● Creating <ul style="list-style-type: none"> ○ Imagine ● Performing <ul style="list-style-type: none"> ○ Analyze ○ Interpret ○ Rehearse, Evaluate & Refine ○ Present ● Responding <ul style="list-style-type: none"> ○ Analyze
Enduring Understanding	<p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.K</p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.K</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.K</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time. 5.1.K</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. 6.1.K</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.K</p>
Essential Questions	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? 1.1.K ● How does understanding the structure and context of musical works inform performances? 4.2.K ● How do performers interpret musical works? 4.3.K ● How do musicians improve the quality of their performance through openness to new ideas, persistence, and the application of appropriate criteria? 5.1.K

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	<ul style="list-style-type: none"> • When is a performance judged ready to present? 6.1.K • How does understanding the structure and context of music inform a response? 7.2.K 	
Priority Standards	<p>MU:CR1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>MU:Pr6.1.Kb Perform appropriately for the audience.</p> <p>MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	
Performance Expectations (Student outcomes: what will students know/understand and be able to do)	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> • identify, and demonstrate the four different ways to use their voice (speaking, whispering, shouting, singing). • explore pitch, and identify & perform high & low pitches. • internalize & sing simple melodies alone and with others. 	
<p style="text-align: center;">Strategies (examples)</p> <p><u>Possible strategies may include:</u></p> <ul style="list-style-type: none"> • Students echo vocal glissandos. • Students sing short phrases of an echo/call and response song. • Students sing a short song in its entirety. 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> • First Steps in Music for Preschool and Beyond - John M. Feierabend • First Steps in Music with Orff Schulwerk - GIA Publishing • The Book of Echo Songs - John M. Feierabend • The Book of Call & Response - John M. Feierabend • The Book of Pitch Exploration - John M. Feierabend • Quaver Music • Smart Projector 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Performance rubric with students self-assessment <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Performance rubric with student self-assessment • Exit Tickets

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UNIT 2- Beat - Students will move to & internalize the beat of music.

Subject: Grade: Time Frame: (# of weeks, etc)	Music - Kindergarten - ongoing - September - June
CCSS Overarching Standards	<ul style="list-style-type: none"> ● Creating <ul style="list-style-type: none"> ○ Imagine ● Performing <ul style="list-style-type: none"> ○ Analyze ○ Interpret ○ Rehearse, Evaluate, & Refine ○ Present ● Responding <ul style="list-style-type: none"> ○ Analyze
Enduring Understanding	<p>The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. 1.1.K</p> <p>Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.K</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.K</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time. 5.1.K</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. 6.1.K</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.K</p>
Essential Questions	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? 1.1.K ● How does understanding the structure and context of musical works inform performances? 4.2.K ● How do performers interpret musical works? 4.3.K

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	<ul style="list-style-type: none"> • How do musicians improve the quality of their performance through openness to new ideas, persistence, and the application of appropriate criteria? 5.1.K • When is a performance judged ready to present? 6.1.K • How does understanding the structure and context of music inform a response? 7.2.K
Priority Standards	<p>MU:CR1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent.</p> <p>MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>MU:Pr6.1.Kb Perform appropriately for the audience.</p> <p>MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>
Performance Expectations (Student outcomes: what will students know/understand and be able to do)	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> • maintain a steady beat on their body or classroom instrument. • Create a steady beat to a familiar song/rhyme on their body or classroom instrument. • Move to the beat in duple & triple meter to recorded music, familiar songs/rhymes.

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<p><u>Possible strategies may include:</u></p> <ul style="list-style-type: none">• Students maintain a steady beat, using body percussion or classroom instruments, in a variety of meters, while performing a song/rhyme.• Students perform steady beat motions to a song/rhyme.• Students maintain a steady beat, in a variety of meters, while listening to prerecorded music.	<ul style="list-style-type: none">• First Steps in Music for Preschool and Beyond - John M. Feierabend• First Steps in Music with Orff Schulwerk - GIA Publishing• The book of Songs and rhymes with beat motions - John M. Feierabend• Recorded Music• Quaver Music• Smart Projector• Classroom Instruments	<p><u>Summative Assessments</u></p> <ul style="list-style-type: none">• Performance rubric with students self-assessment <p><u>Formative Assessments</u></p> <ul style="list-style-type: none">• Performance rubric with student self-assessment• Exit Tickets

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UNIT 3- Musical Expression & Form - Students will move and perform to show expressive qualities & form in music.

Subject: Grade: Time Frame: (# of weeks, etc)	Music - Kindergarten - Ongoing - September - June
CCSS Overarching Standards	<ul style="list-style-type: none"> ● Performing <ul style="list-style-type: none"> ○ Analyze ○ Interpret ○ Rehearse, Evaluate, & Refine ○ Present ● Responding <ul style="list-style-type: none"> ○ Analyze ○ Interpret ○ Evaluate ● Connect <ul style="list-style-type: none"> ○ Relate musical ideas and works with varied context to deepen understanding.
Enduring Understanding	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.K</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.K</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.K</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.K</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.K</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 8.1.K</p> <p>The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. 9.1.K</p>

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	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.K
Essential Questions	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? 4.2.K • How do performers interpret musical works? 4.3.K • How do musicians improve the quality of their performance? 5.1.K • When is a performance judged ready to present? 6.1.K • How do context and the manner in which musical work is presented influence audience response? 6.1.K • How does understanding the structure and context of music inform a response? 7.2.K • How do we discern the musical creators' and performers' expressive intent? 8.1.K • How do we judge the quality of musical work(s) and performance(s)? 9.1.K • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 11.0.K
Priority Standards	<p>MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.</p> <p>MU:Pr6.1.Ka With guidance, perform music with expression.</p> <p>MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p> <p>MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.</p> <p>MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>

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<p>Performance Expectations</p> <p>(Student outcomes: what will students know/understand and be able to do)</p>	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> • perform vocally & instrumentally with expression. • expressively move their body to prerecorded music. • understand music is made up of different sections. 	
<p style="text-align: center;">Strategies (examples)</p> <p><u>Possible strategies may include:</u></p> <ul style="list-style-type: none"> • Students will experience the expressive qualities and form of music through fingerplays. • Students will experience the expressive qualities and form of music through action songs • Students will perform & play circle games to explore expressive qualities & form in music. • Students move their body to show the expressive qualities & musical form in pre-recorded music. • Students listen to a performance of a longer song for how expressive qualities add to a performance 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> • First Steps in Music for Preschool and Beyond - John M. Feierabend • First Steps in Music with Orff Schulwerk - GIA Publishing • The Book of Fingerplays & Action Songs - John M Feierabend • The Book of Beginning Circle Games - John M Feierabend • The Book of Children’s Songtales - John M Feierabend • Quaver Music • Smart Projector 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Performance rubric with students self-assessment <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Performance rubric with student self-assessment • Exit Tickets

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UNIT 4- Creating - Students will create movements, melodies, & rhythms.

Subject: Grade: Time Frame: (# of weeks, etc)	Music - Kindergarten - Ongoing - September - June
CCSS Overarching Standards	<ul style="list-style-type: none"> ● Creating <ul style="list-style-type: none"> ○ Imagine ○ Plan & Make ○ Evaluate & Refine ○ Present ● Connect <ul style="list-style-type: none"> ○ Synthesize and relate knowledge and personal experiences to make music.
Enduring Understanding	<p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.K</p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.K</p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.K</p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication. 3.2.K</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.K</p>
Essential Questions	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? 1.1.K ● How do musicians make creative decisions? 2.1.K ● How do musicians improve the quality of their creative work? 3.1.K ● When is creative work ready to share? 3.2.K ● How do musicians make meaningful connections to performing, and responding? 10.0.K
Priority Standards	<p>MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).</p> <p>MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.</p>

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	<p>MU:Cr3.1.Ka - With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.</p> <p>MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.</p> <p>MU:Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>		
<p>Performance Expectations</p> <p>(Student outcomes: what will students know/understand and be able to do)</p>	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> ● Create movements to accompany a song, pre-recorded music, or story within guidelines. ● improvise melodies vocally within guidelines. 		
<p style="text-align: center;">Strategies (examples)</p> <p><u>Possible strategies may include:</u></p> <ul style="list-style-type: none"> ● Students create movements within specific guidelines to songs, pre-recorded music, & stories. ● Students explore improvisation by creating melodies on a neutral syllable, to a familiar text, and to an original text. 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> ● First Steps in Music for Preschool and Beyond - John M Feierabend ● First Steps in Music with Orff Schulwerk - GIA Publishing ● The Book of Movement Exploration - John M Feierabend ● Quaver Music ● Smart Projector 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Performance rubric with students self-assessment <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Performance rubric with student self-assessment ● Exit Tickets 	