

Kindergarten - September
Unit/Module Scope & Sequence
(Learning to occur with a specific topic/piece of text)

Unit Title:

Reading Along with Music....An Introduction to the Xylophone

Topic: *(Brief Description of Title, what we want the kids to learn)*

Children will continue to work with reading along and following "written music." They will be introduced to the xylophone and begin to learn about its keys and pitches (this could also be later transferred to the piano or keyboard as we will be using "piano xylophones."

Month:

October

Unit Focus Standards: *(Common Core Learning Standards that are focus in the unit.)*

NATIONAL STANDARDS FOR MUSIC EDUCATION:

Standard 1 – Singing alone and with others a varied repertoire of music (a, b, c, e)

Standard 2 – Performing on instruments alone and with others a varied repertoire of music (a, b, d)

Standard 3 – Impvise melodies, variations and accompaniments (a, b, c, d)

Standard 6 – Listening to, analyzing and describing music (b, c, d, e)

Standard 8 – Understanding relationships between music, the other arts and disciplines outside the arts (b)

Standard 9 – Understanding music in relation to history and culture (d,e)

Overview/Objectives/I Can Statement associated with the Unit/Topic: *(Description of Learning to Occur)*

I can review the xylophone which I learned about last year and develop both my playing and music reading skills.

I can identify the groupings of 2 and 3 black keys on the xylophone.

I can use proper mallet technique when I play my xylophone.

I can sing a variety of songs and explore my speaking and singing voices.

I can use a variety of classroom instruments in games and to accompany my singing.

I can use my body and classroom instruments to begin to develop a sense of steady beat.

I can connect elements of the music lesson with what I am learning in the regular classroom.

Lessons for the Unit: *Summary of lessons that correlate to the unit*

This Month we will focus specifically on coming to the music room, singing, dancing, playing together and having fun experimenting with music.

We will also be learning to differentiate our speaking voices from our singing voices and begin to be introduced to solfege singing. We will be learning about the difference between beat and rhythm. Students will be working to establish a steady beat through various activities and keep that beat going without teacher assistance.

We will focus on learning to differentiate between and demonstrate high sounds and low sounds using our voices and different pitched percussion instruments (piano, xylophones, boomwhacker, melody bell, etc.)

Students will be introduced to a variety of classroom instruments as they begin to work with the "The Tap, Shake, and Jingle Rhythm Band Program (chart and accompanying CD recordings) Curriculum" by Joan Walker.

Rhythm Day	Melody Day
<p><u>September Rhythm Band Song:</u></p> <ul style="list-style-type: none">• <i>Let's Ride in a Car</i> <p>Also work with Steady Beat through playing our instruments and singing:</p> <ul style="list-style-type: none">• <i>Beat in My Feet</i>• <i>Movin' to the Beat</i>	<ul style="list-style-type: none">• Listening for high and low sounds as played on the piano and demonstrating what we're hearing by "growing from a seed to a flower"• Following "voice flex cards" and demonstrating high and low sounds with our voices. Transferring this skill to xylophones• Introduction to the Music For Little Mozart's Curriculum (Book I)<ul style="list-style-type: none">- Introduction to groups of two and three black keys on the xylophone

September Song List:

- ***Hello Everybody***
- ***Here We Are At School today***
- ***I'm So Glad to Be Here***
- ***Johnny Works With One Hammer***
- ***Shake My Sillies Out***
- ***The Turning Song***
- ***My Hands***
- ***I Pull My Ears***
- ***Freeze***

Differentiated Learning Activities: *i.e. Judy Dodge, SIOP etc.*

Many Amagansett students already take piano lessons at home. At the beginning of the year, the teacher will identify which students are already studying piano and use these children as helpers throughout the xylophone portion of the class.

Content Vocabulary: *(Vocabulary consistent with content/topics learned)*

Steady Beat, rhythm, speaking voice, singing voice, echo, xylophone, piano, high sound, low sound, music alphabet (A,B,C,D,E,F,G), black key, white key, mallet, pitch, loud, soft, hand drums, triangle, tambourine, rhythm sticks, maraca, shakey egg

Assessments: (i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.)Assessments for this unit

Through teacher observation:

- Student ability to maintain a steady beat
- Student ability to sing / speak and differentiate between the two
- Student ability to correctly identify classroom instruments
- Student ability to follow along with the Rhythm Band Chart and play at the appropriate time
- Student ability to use instruments properly

Through guided listening games:

- Students ability to identify black and white keys and grouping of two and three black keys using the piano, xylophone
- Students ability to play the correct groupings of keys as prompted on their xylophones

Through activities at the Promethean Board monitored by the teacher:

- Students ability to identify keys of the xylophone that we have learned (usually C,D, and E, but it might be different from class to class)
- Students ability to identify groupings of two and three black keys on the piano and xylophone
- Student ability to identify and correctly count the quarter note, quarter rest, and half note (again, depending on the group)

Suggested Resources:

Recordings of all of the songs available on Miss Galvins's i-tunes

Piano

Music for Little Mozarts piano lessons book, level I

Music for Little Mozarts piano workbook, level I

Music for Little Mozarts stuffed characters

Music for Little Mozarts curriculum flipchart (Created by Miss Galvin)

Rhythm Sticks (2 per child)

Maraca Eggs (1 per child)

Rainbow Streamers (1 per child)

Xylophones (1 per pair of children, 2 mallets per child)

The Tap, Shake, and Jingle Rhythm Band Program (chart and accompanying CD recordings) by Joan Walker