

Kindergarten - January
 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 and Bells

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.” We will begin to explore the world of pitch and pitches relationships to one another through our use of the Pre-School Prodigies Curriculum and the Melody Bells, Desk Bells, and Boomwhackers

Month:

January

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 – Improvise 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)

• **COMMON CORE ALLIGNEMNT – MATH**

Domain	Core Curriculum Standard	Music
Counting & Cardinality	Know number names & counting sequence	Know rhythmic value of notes and rests Count basic rhythms
Operations & Algebraic Thinking	Represent addition/subtract with objects Generate and analyze patterns	Performance of rhythmic/tonal patterns
Number & Operations-Fractions	Understand fractions as numbers Understand fraction equivalents	Rhythmic values of notes & rests Measures

Measurement & Data	Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data	Organize sound over time (rhythmic aspect) Tempo
Geometry	Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation	Form
Ratio & Proportional Relationships	Ratio concepts and use reasoning to solve problems	

• **COMMON CORE ALIGNMENT – ELA:**

Strand	Core Curriculum standard	Music
Reading for Literature	Recount stories, fables, etc. Words/phrases describe rhythm & meaning Overall structure of story Different points of view of characters Identify who is telling story Compare/contrast 2 or more versions of story Determine theme and analyze it's development Compare/contrast written work to media version Make connections between written text and other perspectives	Folk songs Rhythms, patterns, repetition, form Form Cultural connections to music
Reading for Information	Questions re: details of text Know/use text features Meaning of domain specific words Describe overall structure of events, ideas, concepts or info Distinguish own point of view Engage in group reading w/purpose & understanding	Critical listening Expressive markings in music Music specific vocabulary Form React to music, improvisation Sing and play with others
Reading Foundational Skills	Print concepts Phonological awareness Phonics & word recognition Fluency	Read music notation, follow own part Lyrics, rhythm, note reading Music reading, practice for fluency
Writing	Write opinion supporting point of view Draw evidence from text for analysis Write information/explanatory texts Production and distribution of writing Short research projects Write to support analysis of topics or text Create text in response to literary work	Critical responses
Speaking & Listening	Ask/answer questions to clarify comprehension Create multimedia presentation of stories or poems Engage in collaborative discussions Initiate and participate effectively in collaborative work Evaluate speaker's point of view Include multimedia components to clarify information Make strategic use of digital media	Teacher questioning Collaborative discussions Multimedia
Language	Identify connections between words & their use Correct use for frequently confused words Use knowledge of language to write, speak, read, listen Use nuances in word meanings Distinguish shades of meanings	Musical vocabulary Clarify misused vocabulary (hi/low, soft/loud) Use music vocabulary to describe music

Acquire & use domain-specific words and phrases Demonstrate command of conventions of standard English	
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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 identify the D and C keys on the xylophone.

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

I can identify the C bell.

I can identify a "Shh."

I can identify and explain the C major Tonic Chord with my desk bells.

I can compose my own song using patterns of "C" and "Shh" and long sounds and short sounds.

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 continue to work with the "The Tap, Shake, and Jingle Rhythm Band Program (chart and accompanying CD recordings) Curriculum" by Joan Walker. This month, we will focus on the song, "The Scary Night."

Students will be introduced to the xylophone as they begin to work with the "***Music For Little Mozarts*** Curriculum (Book 1)." They will learn about the xylophone and its keys and identify the groupings of two and three black keys. The class will follow along with short songs displayed on the Promethean board and play them on their xylophones building reading skills and mallet technique. The students will also learn to identify the D and C keys on the xylophone and use them in short

songs as well. Students will play interactive games about the xylophone, its key, and basic note reading with this curriculum.

Students will continue to work with the “***Pre-School Prodigies Level I Curriculum***” They will learn about pitch and rhythm through a series of interactive songs and games using the melody bells, desk bells, and boomwhackers.

Rhythm Day	Melody Day
<p><u>January Rhythm Band Song:</u></p> <ul style="list-style-type: none"> ● <i>The Scary Night</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> ● <i>Sweet Beets (Pre-School Prodigies)</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” - Continue working with Pre-School Prodigies, Level I.... lessons 2-4 (the bells of the C major scale, using bells in chords, building intervals), composing, introduction to all other bells and diatonic pitches) - Introduction to the Music For Little Mozart’s Curriculum (Book I) - Continue working with groups of two and three black keys on the xylophone - Introduction to the letters of the names of the keys of the xylophone (coordinating with Pre-School Prodigies and Music for Little Mozarts)

December Song List:

- ***Hello Everybody***
- ***Here We Are At School today***
- ***I’m So Glad to Be Here***
- ***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, quarter note, quarter rest, double bar (stop sign), repeat sign, measure, bar line, desk bell, melody bell, boomwhackers, composing, chord,

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 identify D and C keys using the piano, xylophone**
- **Students ability to play the correct keys as prompted on their xylophones**
- **Student ability to follow along with the Music for Little Mozarts songs and play at the appropriate time**
- **Student ability to use instruments properly**

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, 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)**

Through the use of the Pre-School Prodigies Curriculum

- **Student ability to follow along with the Pre-School Prodigies curriculum videos and to play the correct bell at the correct time.**
- **Student ability to successfully complete Pre-School Prodigies lesson book pages as passed out by the teacher.**
- **Student ability to create short compositions through guided activities in the Pre-School Prodigies program**

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)

Pre-School Prodigies Curriculum and interactive website (www.preschooprogidies.com)

Desk Bells (1 set per child)

Melody Bells (1 set per child)

Boomwhackers (1 set per child)

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