

Kindergarten - May
 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)*

On Rhythm Days (Tuesdays) children will continue to work with reading a rhythm band instruments chart and begin to focus on following along in the music without a teacher pointing at each symbol. We will also explore different techniques for playing the instruments and how the composer will tell you which one they want you to use.

On Melody Days (Thursdays) children will continue to work with reading along and following “written music.” We will review the xylophone and continue 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.” More notation reading will also be incorporated including reading quarter notes, half notes and quarter rests as well as identifying other markings in a song or piece of music.

Month:

May

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

2017 CORE ARTS STANDARDS:

New York State Learning Standards for the Arts Conceptual Framework		
Shared by All Arts Disciplines		Discipline-Specific Performance Indicators
Artistic Processes	Anchor Standards	
Cr Creating Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	All Arts Disciplines Performance Indicators are written for each grade level, within each arts discipline: <ul style="list-style-type: none"> Pre-K – 8
	2. Organize and develop artistic ideas and work.	
	3. Refine and complete artistic work	

Pr	Performing Music Dance Theater	Realizing artistic ideas and work through interpretation and presentation.	4.	Select, analyze, and interpret artistic work for presentation.	<ul style="list-style-type: none"> • High School <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced Music Only General Music <ul style="list-style-type: none"> • Pre-K – 8 In additional strands: <ul style="list-style-type: none"> • Harmonizing Instruments, Traditional and Emerging Ensembles <ul style="list-style-type: none"> ○ Novice – Gr 5 ○ Intermediate – Gr 8 • Composition & Theory, Technology <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced
			5.	Develop and refine artistic techniques and work for presentation.	
			6.	Convey meaning through the presentation of artistic work.	
Re Responding Understanding and evaluating how the arts convey meaning.			7.	Perceive and analyze artistic work.	
			8.	Interpret meaning in artistic work.	
			9.	Apply criteria to evaluate artistic work.	
Cn Connecting Relating artistic ideas and work with personal meaning and external context.			10.	Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	
			11.	Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	

• **COMMON CORE ALLIGNMENT – 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	
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• **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 Acquire & use domain-specific words and phrases Demonstrate command of conventions of standard English	Musical vocabulary Clarify misused vocabulary (hi/low, soft/loud) Use music vocabulary to describe music

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 letter names of the white keys on the xylophone (C-D-E-F-G-A-B)
- I can use proper mallet technique when I play my xylophone.
- I can identify the C-D-E and G bells and boomwhackers.
- 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-D-E-G” 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.

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, “*March of the Dogs.*”

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>May Rhythm Band Song:</u></p> <ul style="list-style-type: none"> ● <i>March of the Dogs</i> <p>Also work with Steady Beat through playing our instruments and singing:</p>	<p>Continue to work with high and low sounds and the pitches of the major scale through playing our instruments and singing:</p> <ul style="list-style-type: none"> ● <i>Pre-School Prodigies:</i> <ul style="list-style-type: none"> - <i>Merrily We Roll Along (4.4)</i>

- **Beat in My Feet**
- **Movin' to the Beat**
- **Sweet Beets (Pre-School Prodigies)**
 - Sweet Beets II-2
 - Sweet Beets III
 - Sweet Beets 2
 - Sweet Beets 3

- *Sally the Camel (4.5)*
- *London Bridge (4.6)*

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 white keys (C-D-E-F-G-A-B) 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,E,F,G,A,B 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.

PROGIDIES LESSON BOOK PAGES

- BOOK 4 --- Through the corresponding pages for the rest of book 4

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